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ABSTRACT

This career planning guide presents a systematic approach to choosing a career designed to help students understand the personal and environmental influences involved in job selection. The first of eight units in the guide encourages students to examine their work interest. Focusing on experiences, unit 2 helps students recognize the value of their past experiences in gaining employment. The third unit is designed to help students examine their preferences regarding working conditions. Unit 4 requires students to rank the following values in importance to them: money, fame, power, adventure, caring, creativity, and beauty. Units 5 and 6 encourage the student to examine pay and expenses and to practice in occupational decision making through the weighing of alternatives. In the seventh unit, students are asked to look at their own attitudes and to recognize how attitudes influence job performance. In the final unit students are asked to set some goals and make plans for reaching these goals. The guidebook concludes with an abbreviated job guide that offers students a brief introduction to jobs that might be most readily available to young people with limited formal education. Nine student inventories are included in the guide and a teachers manual is appended. (RA)

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# Janus Job Planner

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Hayward, California

**Career Education Materials**
Get Hired!
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Janus Job Planner
Janus Job Interview Kit
Janus Job Interview Guide
Job Application Language
My Job Application File
People Working Today Series

International Standard Book Number: 0-915510-12-X

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CE 024 532

# TEACHER'S MANUAL

## Janus Job Planner

By Wing Jew and Robert Tong

### FROM THE AUTHORS

Many secondary school students have had little experience with the process of self assessment which is necessary in order to make effective career decisions. This is especially true of those students who have limited learning ability or other academic handicaps.

We would rather not leave it to chance that such students—through some fortunate combination of maturity, experience, and decision making—will eventually make up their minds about career choices. We believe that a systematic approach to choosing a career, such as the approach used in the *Janus Job Planner*, will prove very effective in helping those students to understand the personal and environmental influences involved in job selection.

Inasmuch as job opportunities vary widely from region to region and are influenced by changing economic conditions, teacher judgment and guidance in the use of these materials is encouraged. Teachers should help students to explore factors which are beyond the students' control, as well as those which require conscious choice.

### OVERVIEW

**Interests (Unit 1, pp. 6-16)**
This section encourages students to examine their work interests. By identifying their interests they can become more selective about job choices, provided the opportunity to be selective is available.

Having an interest in a type of work does not necessarily mean that one has the aptitude or the required skills for that job, but students need not be too concerned about that at this point. The aim of the exercise is to clarify in the student's mind that he or she has particular types of interests and that these interests are going to widen as he or she has an opportunity to explore the world of work.

**Experiences (Unit 2, pp. 17-22)**
Many of the tasks that young people have performed at school, at home, and on part-time or summer jobs are similar to tasks performed by workers on various jobs. This unit helps students recognize the value of their past experience in helping them to get a job later on, as well as in helping them to evaluate their likes and dislikes regarding different kinds of work.

The inventory covers experiences related to clerical, sales, service, physical, driving/operating, mechanical/repairing, caring/helping, and creative jobs. Students may have other kinds of experiences which were not listed in this inventory. Encourage them to add any such experiences to their lists.

**Working Conditions (Unit 3, pp. 23-26)**
Few, if any, of us have ideal jobs that offer all the working conditions we desire. However, some jobs have more to offer than others. This unit helps students to examine their preferences regarding working conditions. By recognizing these personal preferences, students will be in a better position to make job choices.

**Values (Unit 4, pp. 27-36)**
Our values influence our work preferences much more than people acknowledge or realize. For example, someone who values power highly may look for an occupation that provides the opportunity to be in charge of people or things. And someone who values fame may look for an occupation that provides the opportunity for public recognition.

The examining of personal values is therefore vital for young people who are about to make career choices. This unit helps students to see how they rank the following values in importance to them: money, fame, power, adventure, caring, creativity, and beauty.

**Pay and Expenses (Unit 5, pp. 37-44)**
How much one earns is generally a very important consideration in employment. This unit deals with earnings and expenses. Students are directed to establish realistic pay expectations. They are also asked to be realistic about their spending needs. The unit includes setting up a monthly budget.

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**Choosing (Unit 6, pp. 45-52)**
With the large variety of options open to most people, choosing a job can be a very difficult task. Students are asked to list a few jobs that they might like, and then to evaluate these choices in terms of interests, experience, working conditions, values, pay, and ability.

It's a tall order to expect that any job could meet all of these requirements. Priorities may need to be established. All of this provides good practice in decision making through the weighing of alternatives.

**You and Your Attitude (Unit 7, pp. 53-60)**
Students are asked to look at their own attitudes and to recognize how attitudes influence job performance. A short inventory on self-esteem, confidence, and personality is also included in this unit. All of these play a part in determining a person's attitude toward work and life in general.

**Goals and Plans (Unit 8, pp. 61-74)**
In this final unit students are asked to set some goals and make plans for reaching these goals. Dreams, wants, and needs are defined and compared to help students become more realistic about what is truly attainable. Some summarizing statements by the students help them to clarify their goals for the future.

**Janus Job Guide (pp. 75-88)**
An abbreviated job guide was prepared to offer students a brief introduction to the kinds of jobs that might be most readily available to youngsters with limited formal education. For more information on specific jobs that interest them students should be directed to the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook*, both of which are published by the U.S. Department of Labor.

## TEACHING SUGGESTIONS

**Introducing the Janus Job Planner**
Have students survey the book to determine its contents and purpose.

- **Look at the Cover.** What kind of work do you think each of the five people perform? From what you see on the cover, what do you think this book is about?
- **Leaf through the pages of the book.** In what ways is the book similar to other work books you have used? In what ways is it different?
- **Look at the illustrated title pages on pp. 6, 17, 23, 27, 37, 45, 53, and 61.** What subjects are covered in the book?
- **Leaf through the last 13 pages.** How does this section differ from the rest of the book? What does this section contain?
- **Summarize your survey.** From what you have seen of the *Janus Job Planner* what do you think is the purpose of the book?
- **Read the introduction on p. 5.** What do the authors say the purpose of their book is? How do they feel the book can help you?

**Unit 1 Interests (p. 6-16)**
**Pages 6-7**

- What do you think is meant by *interests?*
- What kind of interests are shown in the drawings?
- What is an *inventory?* A *work interest inventory?*
- Read the paragraphs on pp. 6-7. What kind of job is most likely to make you happy? What happens to many people who do not think about their interests before they look for a job? What will the work inventory help you to do?
- Have students note the format of the inventory —the groups of work activities, the columns of numbers, the headings above the numbers, and the boxes.

**Pages 8-10 (Work Interest Inventory)**

- Have students survey the inventory. They should note the eight groups of work activities, each with columns of numbers to be circled and boxes to be written in; read the headings for each column; and then read the directions.
- You might want to guide students through the first few rows to make sure they have the procedure straight. Also, be sure students understand that there are no right or wrong answers. The numbers (0, 3, 5, 7, 10) merely indicate the degree of their interest.

**Page 11 (Score Your . . . Inventory)**

- Have students survey the rows of boxes before they read the directions. Have them note that any given box may be identified by a letter/number combination. For practice, have them locate C2, F3, E5.
- Stress the need for accuracy in copying the numbers from the boxes on the inventory into the boxes on the score sheet. Students with severe problems in addition may need help totaling each row of numbers.

**Page 12 (Graph Your . . . Interests)**

- Have students survey the incomplete graph before they read the directions. Note the title of the graph, discuss what each of the words (kinds of work) printed along side of the graph mean. Discuss what the numbers under bars A, D, and H stand for.
- Spot check to be sure students are accurately graphing the results of their inventory as tallied in the boxes on p. 11. Explain to students that the graph shows the degree of interest only in the eight kinds of work checked by the inventory. They may have other interests as well. The eight kinds of work included here were chosen mainly because they are the kinds of work in which there may be openings for young people with no schooling or training beyond high school or in which apprenticeship programs are sometimes available.

**Page 13-15 (Eight Kinds of Work)**

- Have students read and discuss the different kinds of work described and the jobs listed for each category. You might ask students to name other jobs that fit each category.

**Page 16 and 75-88 (Choose Some Jobs . . .)**

- Survey the *Janus Job Guide* on pp. 75-88 before students begin the exercise on p. 16. Have stu-

dents note that jobs are grouped alphabetically by kind of work; and that kinds of work are listed alphabetically in the *Job Guide*. For practice, you might have them find Sales jobs, Driving/Operating jobs, and Caring/Helping jobs. Read through one or two of the entries to give students some sense of the scope, as well as the limitation of each job description. Discuss where they might find more information, as well as information about jobs not described in the *Janus Job Guide*.

**Follow-up Activities**

- Have students try to interview two or three workers who work in fields that interest them.
- Invite workers from different career fields to come to class to discuss their jobs.
- Try to acquire printed and/or audio-visual material about jobs that are of interest to your students. Your school librarian or resource person may be able to help.

**Unit 2 Experience (pp. 17-22)**

**Page 17 (Experience)**

- What do you think is meant by *experience?*
- What kinds of experiences are shown in the drawings?
- Read the paragraphs. What is the purpose of the next inventory?

**Page 18-20C (Experience Inventory)**

- Have students survey the inventory and note how it differs from the Work Interest Inventory. Point out the space at the bottom of each group for students to write in any kind of work experience they may have had that is not listed. Explain that students should include all related experience, even if it is more hobby oriented than work oriented.

**Page 22 (Review Your Experience)**

- Help students to understand that the purpose of this exercise is to summarize their experience in simple paragraphs that will give other people some idea of what they have done. This will prove useful if they later go for an interview or write for a job.

**Follow-up Activities**

- Ask students to relate some of their experiences which have had a profound influence on them because of what they did or whom they met.
- Read biographical sketches of well known persons and try to illustrate how their past experiences had contributed to later successes in careers and life goals.

**Unit 3 Working Conditions (pp. 23-26)**

**Page 23**

- What do you think is meant by *working conditions?*
- What kind of working conditions would you expect to find in an elegant restaurant? In a diner?
- Read the paragraphs. What will the next inventory help you to find out?

**Pages 24-25 (Working Conditions Inventory)**

- Survey the inventory. Read each of the headings. Be sure the students understand the alternatives being presented. Explain that the summary on p. 25 will prove useful later when they check the suitability of different jobs.

**Follow-up Activities**

- Have students make up some matching exercises similar to the one on p. 26. They can then exchange them with others in the class.
- Have students make on-site observations of different work situations and make notes on the working conditions they find.
- Discuss reasons why people might endure unpleasant working conditions rather than change jobs.

**Unit 4 Values (pp. 27-36)**

**Page 27**

- What do we mean by *values?*
- What do each of the drawings show?
- What are the words in the center of the drawings and what do they mean?
- Read the paragraphs. How might your values affect your choice of jobs? What will the next inventory help you to do?

**Pages 28-30 (Values Inventory)**

- Have students survey the inventory. Notice that it has the same format as the Work Interest Inventory. But notice that the activities and the column headings are different. You might want to have the class do the first few rows together to be sure that everyone understands what to do.

**Pages 31-32 (Scoring and Graphing)**

- Be sure students understand how to score their inventory and graph the results. Explain that the students have many more values than are included in this inventory; and that the results show only how they rank these particular values.

**Pages 33-35 (Seven Values)**

- Emphasize the need for students to think carefully before they answer the question at the end of each section, if the exercise is to be of any value to them. Also, be sure to give each student a chance to make up his or her mind without being influenced by others.

**Follow-up Activities**

- Have students make up matching exercises similar to the one on p. 36. They can then exchange them with others in the class.
- Check some of the publications on values clarification and select some activities appropriate to your class. Problem solving and decision making in social situations involving values can lead to new insights that may prove helpful in planning for the future.

**Unit 5 Pay and Expenses (pp. 37-44)**

**Page 37**

- What are the people waiting on line for?
- What are some of the expenses that working people have to pay?
- Read the paragraphs. What are some of the things the amount of your pay will depend upon?
- Have students discuss their answers to the questions in the third paragraph.

**Page 38 (Job Information Table)**

- Survey the headings and entries on the table. Be sure students understand the footnote.

**Page 40 (Figure Pay . . .)**

- Students with severely limited arithmetic skills may need considerable help with this exercise.

**Pages 41-44 (Budgets)**

- Students may benefit greatly if these pages are worked on by small groups or with the whole class participating. Those who are more familiar with living costs may help those who are not.

**Follow-up activities**

- Make up some math related activities based on gross earnings, deductions, and take-home pay.
- Using local newspaper ads and additional data obtained from surveys of the community establish some realistic budgets for a single person, a married couple, and a couple with children.

**Unit 6 Choosing (pp. 45-52)**

**Page 45**

- What do you suppose the people in the drawing are trying to decide?
- Read the paragraphs. What is the purpose of the exercises in this unit?

**Pages 46-47 (Practice Job Check)**

- Point out that all but the last two sections on the Practice Job Check Sheet relate to the earlier units. As for the questions in those last two sections, they require some serious thought before answering.

**Pages 48-52 (Job Check Sheets)**

- Ask students to choose four jobs which they would seriously like to work at. Have them try to get all the information they can about those jobs from sources listed on p. 48. Only then should they fill out the Job Check Sheets.

**Follow-up Activities**

- Have students describe their concept of the ideal job.
- Have students try to rank in order of importance to them the various factors involved in job selection. Then ask them to compare lists to see how differently each individual has ranked his or her items.

**Unit 7 You and Your Attitude (pp. 53-60)**

**Page 53**

- Which of the two pictures shows someone who probably doesn't like her job? How can you tell?
- Read the paragraphs. What does *attitude* mean?

**Pages 54-59 (Inventories)**

- Survey each inventory. Notice that this time the numbers in the boxes are to be totaled directly, without copying them on a separate score sheet. Some students may need help with the addition.
- Students may be sensitive to revealing the results of these inventories if they scored low. You might want to try to assure students privacy while inviting those who wish to discuss their results with you to do so. Open discussion of the Think and Discuss questions on p. 58 should prove helpful to students who might be in need of counseling, without singling them out.

**Follow-up Activities**

- Have students role play some work situations where people exhibit poor attitudes. Observers can then try to analyze the causes of the poor attitude and perhaps suggest remedies.
- Have students list some occupations in which a good attitude is essential and some others in which attitude may determine the degree of success. For example, compare a grumpy salesperson with a jovial one.
- Have the students make up a rating sheet for evaluating their performance at school, similar to the rating sheet on p. 60.

**Unit 8 Goals and Plans (pp. 61-74)**

**Page 61**

- What goals are represented by the drawings on this page?
- Read the paragraphs. What do you have to know before you can set goals for yourself?

**Pages 62-64 (Dreams, Wants, Needs)**

- Students may benefit if pages 62-63 are done as a class activity, reading and discussing the text together and then working individually on the exercises. However, the student should have solitude and sufficient time to thoughtfully complete the exercise on p. 64.

**Pages 65-67 (Goals Inventory)**

- The purpose of the goals inventory is to start students thinking about what they would like to do. You might ask them to further define specific goals in each category on a separate sheet of paper.

**Pages 68-69 (Chart Your Future)**

- You might have students work out some rough plans on scrap paper before they write final plans in the book. They can write the category heading, try to clearly define their goal, and then number from 1-5 and fill in the five steps. When satisfied that they have (a) clearly defined their goal and (b) listed realistic steps towards attaining that goal the students can transcribe the steps into the book.

**Pages 70-72 (Set Up . . . Schedule)**

- In as far as it is possible, you may want to give students as much individual help with these pages as you can. Young people sometimes are quite unrealistic about time. To be of any value, their Goal Schedules should be as realistic as possible.

**Pages 73-74 (Summary Sheet)**

- Stress the importance of going back and reviewing responses in each of the units before filling in the summary. You might suggest that students share their summary with their parents and guidance counselors.

**Follow-up activities**

- Designate a time period each week following completion of the *Janus Job Planner* during which students may tell of steps they are taking towards getting a job and/or realizing their goals.
- Help prepare students for going out into the job market by using these other Janus materials:
  *My Job Application File*
  *My Job Interview Guide*
  *Janus Job Interview Kit*
  For information about these and other Janus publications send for a free catalog.

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# Introduction

Will you be ready to look for a job when you leave high school?

Maybe you will. Maybe you won't.

If you know a lot about yourself and something about the world of work, then you may be headed in the right direction. You should know what you *like* to do and what you *can* do. And you should know what kinds of work may be open to you when you leave high school.

Chances are you don't really know too much about yourself or the world of work. Few students do. That is why we have prepared this book. It can help you in four ways. It can help you to:

1. think about what you want from a job,
2. learn about the kinds of work that may be open to you when you leave high school,
3. choose some jobs that may be right for you, and
4. set some goals and make some plans for your future.

Unit 1

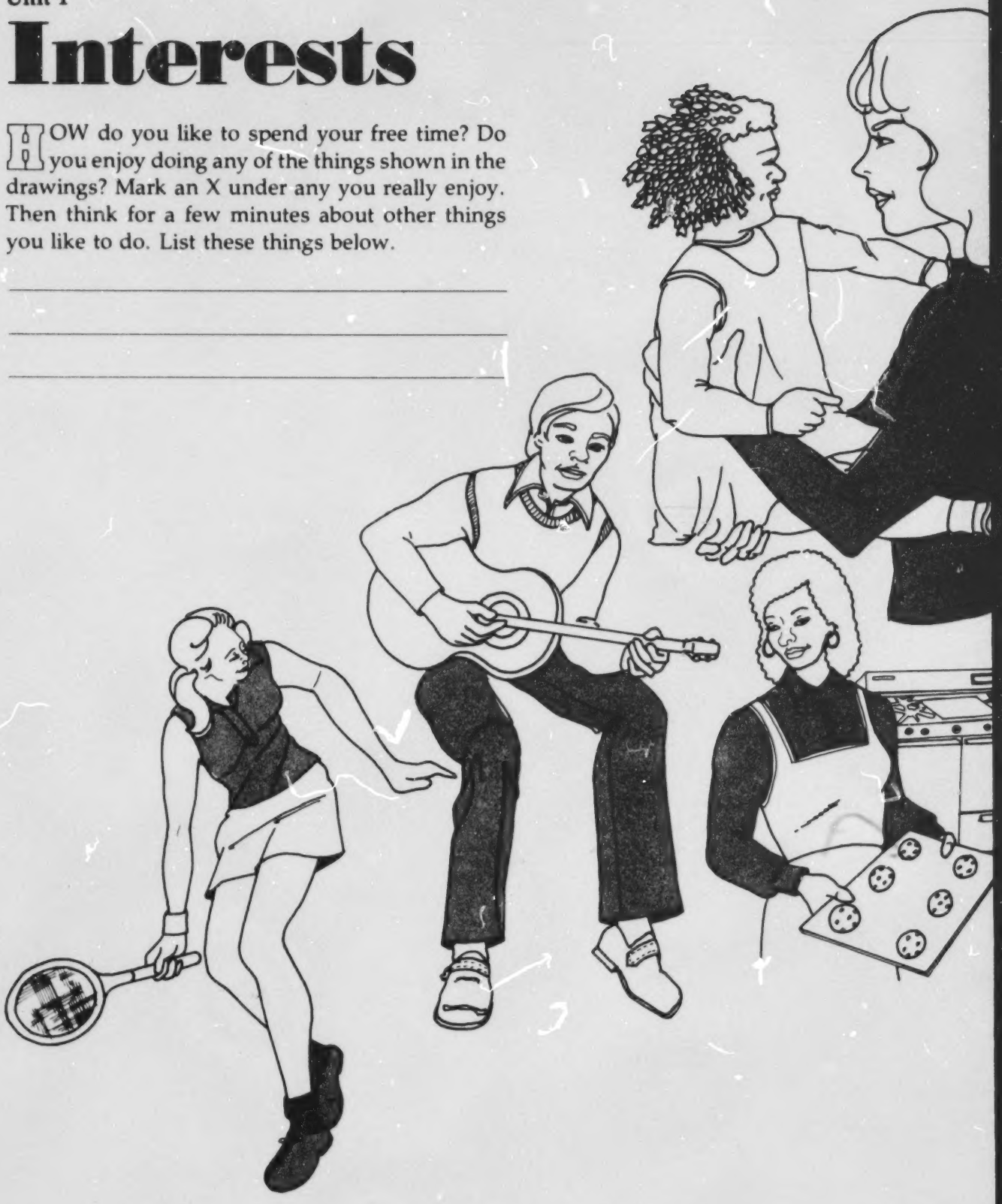
# Interests

HOW do you like to spend your free time? Do you enjoy doing any of the things shown in the drawings? Mark an X under any you really enjoy. Then think for a few minutes about other things you like to do. List these things below.

_____

_____

_____



YOU can see now that you have some definite interests. When the time comes for you to go to work, you will be happiest with a job that is close to your interests. It might be a job that lets you do things you like to do. Or it might be a job that trains you to do things you would like to do.

Many people do not think about what they would like to do before they go looking for a job. Often, these people end up in jobs that do not interest them.

You don't have to make the same mistake. Use the Work Interest Inventory on the next few pages to help you think about the kinds of work you might enjoy.

# Work Interest Inventory

## Directions

Read each activity. Decide if you would enjoy doing that activity. Then:

1. Circle the **0** if your answer is **no!**
   Circle the **3** if your answer is **I don't think so.**
   Circle the **5** if your answer is **I'm not sure.**
   Circle the **7** if your answer is **I think so.**
   Circle the **10** if your answer is **yes!**
2. Write the number that you circle in the box at the end of the row. For example, if you circle **5** for row **a,** then write **5** in the box. [5]
   Be sure to do this for every row.

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Would you enjoy . . .? | | | | | | |
| a. Typing letters | 0 | 3 | 5 | 7 | 10 | 1a. ☐ |
| b. Selling things from door-to-door | 0 | 3 | 5 | 7 | 10 | 1b. ☐ |
| c. Dusting, cleaning, polishing | 0 | 3 | 5 | 7 | 10 | 1c. ☐ |
| d. Moving furniture | 0 | 3 | 5 | 7 | 10 | 1d. ☐ |
| e. Driving a taxi | 0 | 3 | 5 | 7 | 10 | 1e. ☐ |
| f. Fixing broken toasters | 0 | 3 | 5 | 7 | 10 | 1f. ☐ |
| g. Helping nurses in a hospital | 0 | 3 | 5 | 7 | 10 | 1g. ☐ |
| h. Playing in a band | 0 | 3 | 5 | 7 | 10 | 1h. ☐ |
| 2. Would you enjoy . . .? | | | | | | |
| a. Adding numbers with a machine | 0 | 3 | 5 | 7 | 10 | 2a. ☐ |
| b. Selling clothing in a store | 0 | 3 | 5 | 7 | 10 | 2b. ☐ |
| c. Taking care of people's pets | 0 | 3 | 5 | 7 | 10 | 2c. ☐ |
| d. Loading and unloading trucks | 0 | 3 | 5 | 7 | 10 | 2d. ☐ |
| e. Driving a delivery van | 0 | 3 | 5 | 7 | 10 | 2e. ☐ |
| f. Repairing radios and TV sets | 0 | 3 | 5 | 7 | 10 | 2f. ☐ |
| g. Helping a teacher | 0 | 3 | 5 | 7 | 10 | 2g. ☐ |
| h. Designing and painting signs | 0 | 3 | 5 | 7 | 10 | 2h. ☐ |

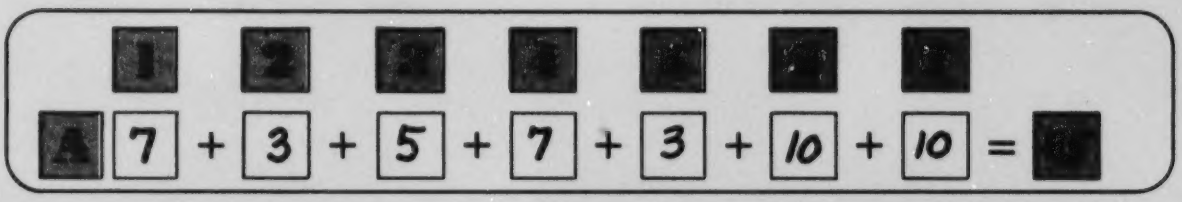
| | don't think so | | | think so | |
|---|---|---|---|---|---|
| 3. Would you enjoy . . .? | | | | | |
| a. Running a copying machine | 0 | 3 | 5 | 7 | 10 | 3a. ☐ |
| b. Selling cars | 0 | 3 | 5 | 7 | 10 | 3b. ☐ |
| c. Waiting on tables | 0 | 3 | 5 | 7 | 10 | 3c. ☐ |
| d. Working on a farm | 0 | 3 | 5 | 7 | 10 | 3d. ☐ |
| e. Driving a bulldozer | 0 | 3 | 5 | 7 | 10 | 3e. ☐ |
| f. Fixing cars and trucks | 0 | 3 | 5 | 7 | 10 | 3f. ☐ |
| g. Working in a child care center | 0 | 3 | 5 | 7 | 10 | 3g. ☐ |
| h. Singing or dancing in a show | 0 | 3 | 5 | 7 | 10 | 3h. ☐ |
| 4. Would you enjoy . . .? | | | | | |
| a. Opening and sorting mail | 0 | 3 | 5 | 7 | 10 | 4a. ☐ |
| b. Selling products to stores | 0 | 3 | 5 | 7 | 10 | 4b. ☐ |
| c. Waxing floors or shampooing rugs | 0 | 3 | 5 | 7 | 10 | 4c. ☐ |
| d. Helping to drill for oil | 0 | 3 | 5 | 7 | 10 | 4d. ☐ |
| e. Running a printing press | 0 | 3 | 5 | 7 | 10 | 4e. ☐ |
| f. Fixing sinks, drains, and pipes | 0 | 3 | 5 | 7 | 10 | 4f. ☐ |
| g. Helping poor people | 0 | 3 | 5 | 7 | 10 | 4g. ☐ |
| h. Drawing pictures for books | 0 | 3 | 5 | 7 | 10 | 4h. ☐ |
| 5. Would you enjoy . . .? | | | | | |
| a. Filing letters and office forms | 0 | 3 | 5 | 7 | 10 | 5a. ☐ |
| b. Selling fruits and vegetables | 0 | 3 | 5 | 7 | 10 | 5b. ☐ |
| c. Preparing food in a restaurant | 0 | 3 | 5 | 7 | 10 | 5c. ☐ |
| d. Installing steel beams in buildings | 0 | 3 | 5 | 7 | 10 | 5d. ☐ |
| e. Running factory machines | 0 | 3 | 5 | 7 | 10 | 5e. ☐ |
| f. Fixing typewriters | 0 | 3 | 5 | 7 | 10 | 5f. ☐ |
| g. Helping people find what they need | 0 | 3 | 5 | 7 | 10 | 5g. ☐ |
| h. Making rings and bracelets | 0 | 3 | 5 | 7 | 10 | 5h. ☐ |

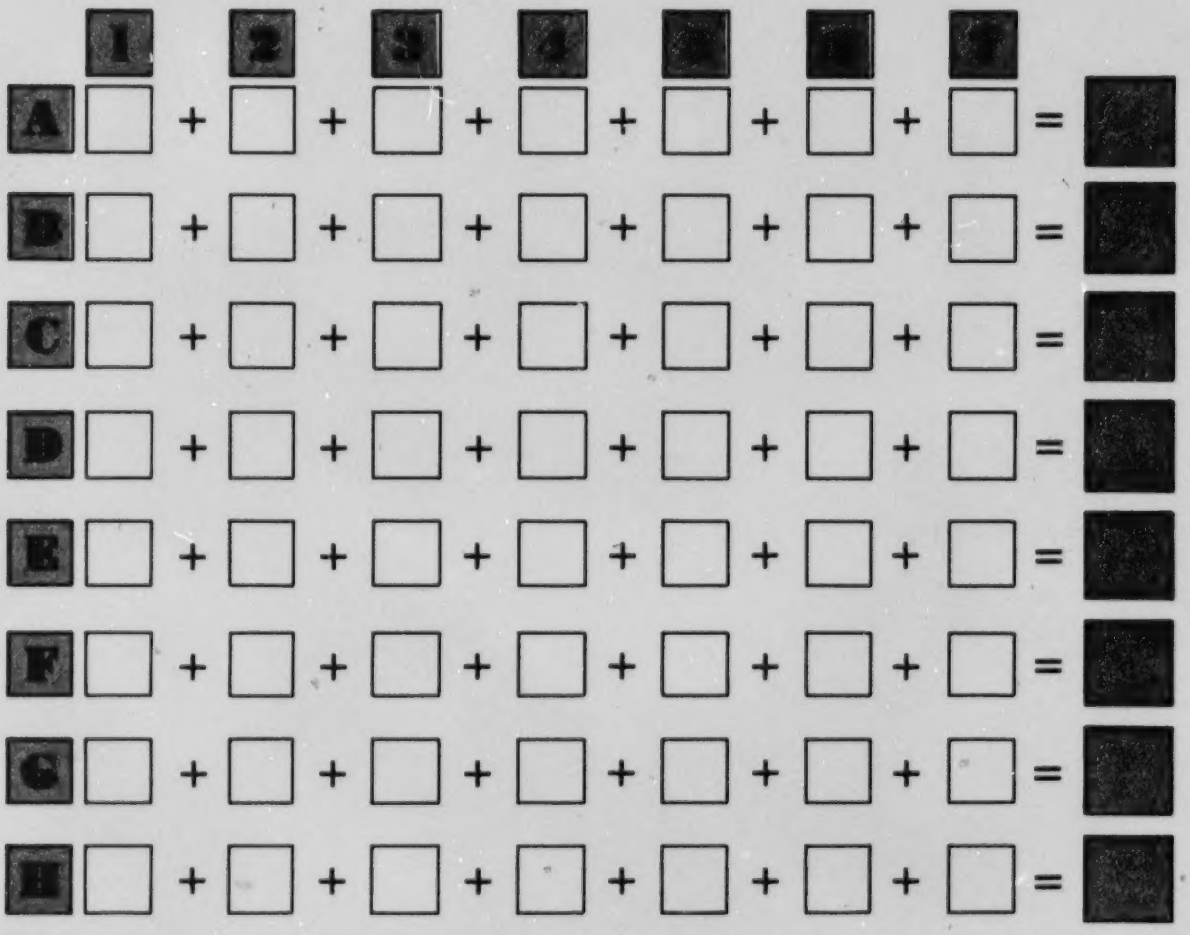
| | don't think so | | think so | | |
|---|---|---|---|---|---|
| 6. Would you enjoy . . .? | | | | | |
| a. Answering telephones | 0 | 3 | 5 | 7 | 10 | 6a. ☐ |
| b. Selling products over the phone | 0 | 3 | 5 | 7 | 10 | 6b. ☐ |
| c. Cutting and styling people's hair | 0 | 3 | 5 | 7 | 10 | 6c. ☐ |
| d. Installing carpets | 0 | 3 | 5 | 7 | 10 | 6d. ☐ |
| e. Driving a fork lift | 0 | 3 | 5 | 7 | 10 | 6e. ☐ |
| f. Fixing broken watches | 0 | 3 | 5 | 7 | 10 | 6f. ☐ |
| g. Talking with old people | 0 | 3 | 5 | 7 | 10 | 6g. ☐ |
| h. Making pottery | 0 | 3 | 5 | 7 | 10 | 6h. ☐ |
| 7. Would you enjoy . . .? | | | | | |
| a. Greeting visitors | 0 | 3 | 5 | 7 | 10 | 7a. ☐ |
| b. Modeling clothes for buyers to see | 0 | 3 | 5 | 7 | 10 | 7b. ☐ |
| c. Carrying people's bags in a hotel | 0 | 3 | 5 | 7 | 10 | 7c. ☐ |
| d. Helping bricklayers | 0 | 3 | 5 | 7 | 10 | 7d. ☐ |
| e. Driving a tow truck | 0 | 3 | 5 | 7 | 10 | 7e. ☐ |
| f. Tuning and fixing pianos | 0 | 3 | 5 | 7 | 10 | 7f. ☐ |
| g. Helping people with problems | 0 | 3 | 5 | 7 | 10 | 7g. ☐ |
| h. Designing new clothing | 0 | 3 | 5 | 7 | 10 | 7h. ☐ |

# Score Your Work Interest Inventory

You have been busy circling numbers to show how you feel about certain work activities. Now it is time to see what all this means. Here is what to do.

1. Look back at the numbers you wrote in the boxes on the inventory. Copy them in the boxes below. Be sure to write each number in the box that has the same number and letter as the box you are copying from.
2. After you have filled all the boxes, add the numbers across. Then write in the total at the end of the row. For example, your first row might look like this:



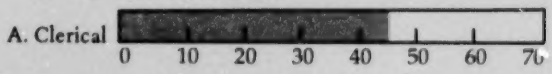




3. After you write the total for each row, complete the graph on the next page.

# Graph Your Work Interests

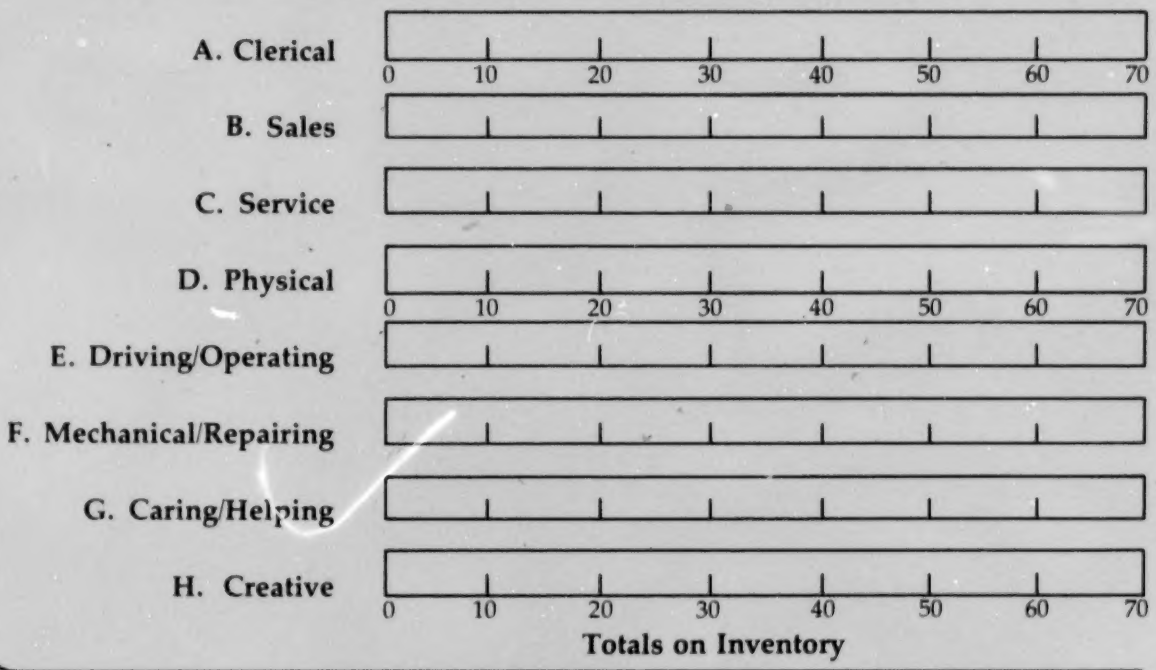
When you complete the graph it will show you the kinds of work that seem to interest you most. Here is what to do.

1. The bars of the graph are lettered the same as the rows of boxes on p. 11. Find bar A on the graph. Mark bar A so that it shows the total you wrote at the end of row A on p. 11.
2. Darken the bar from 0 to the mark you made. For example, if your total for row A were 45, bar A on your graph would be like this.




3. Repeat steps 1 and 2 for each bar on the graph.

## How I Rate Some Kinds of Work




# Read Your Graph

Have you darkened all the bars on your graph so they show the totals you had on the inventory? If so, then you can now tell some kinds of work that interest you.

There may be other kinds of work that interest you too. The inventory checks your interest in only eight kinds of work. These are kinds of work that may be open to young men and women when they leave high school.

Look for your three longest bars on the graph. Then list below the kind of work that is printed before each of those bars.

Longest _____

Second Longest _____

Third Longest _____

Of the eight kinds of work listed above, these three seem to interest you most.

# Learn More About Kinds of Work

The Work Interest Inventory checked your interest in eight kinds of work. These are described below. Each section ends with a list of jobs. Some of the jobs may be open to beginners fresh out of high school. Others require special schooling or on-the-job training.

Read the sections that interest you. Or read them all if you would like to know a little more about different kinds of work. After you read each section, ask yourself these questions:

1. How might I feel about doing this kind of work five days a week, week after week?
2. Which of the jobs listed in this section might I iike?

# Eight Kinds of Work

## Clerical

Clerical workers may file letters and forms, fill out forms, keep records, type, answer telephones, greet visitors, operate office machines, handle money, or take care of incoming-and-outgoing mail. Except for cashiers, most clerical workers work in offices. They must often do very detailed work.

Some jobs in this field are: *bank teller, bookkeeper, business machine operator, cashier, mail clerk, receptionist, secretary, shipping clerk, and typist.*

## Sales

The main task of people who work in sales is to get other people to buy things. Most sales workers sell directly to their customers. But some people who work in sales may model clothes for buyers to see. Others show buyers how products work.

Sales workers should enjoy dealing with people. They should also enjoy trying to get people to buy things.

Some jobs in this field are: *door-to-door salesperson, gas station attendant, model, route salesperson, and retail store salesperson.*

## Service

Service work includes many different kinds of jobs. But all service workers perform some kind of service for the customer.

For example, a service worker might clean people's homes or offices, prepare or serve food, protect people's property, clean or launder people's clothes, or take care of people's children. Service workers should enjoy doing things for other people.

Some jobs in this field are: *barber, beautician, cook, custodian, dishwasher, food counter worker, guard, parking attendant, telephone operator, and waiter or waitress.*

## Physical

Physical work involves a lot of moving, bending, lifting, and carrying. Many jobs

in this field require a lot of strength and stamina. Some of them also call for special skills. People who do this kind of work should be in good physical shape and should not mind doing heavy work.

Some jobs in this field are: *assembler, cargo loader, construction worker, deck hand, delivery worker, dock worker, farm or ranch hand, packer, painter,* and *warehouse worker.*

## Driving/Operating

Drivers and operators both run machines. The difference is that drivers run machines that carry people and goods from place to place. Operators run machines that do some kind of work such as drill or dig holes, saw logs, or lift heavy things. Drivers and operators should understand how machines work. They should also enjoy running them.

Some jobs in this field are: *bus driver, bulldozer operator, farm equipment operator, machine tool operator, taxi driver,* and *truck driver.* (Note: Many places will not hire anyone under the age of 25 to be a driver.)

## Mechanical/ Repairing

Most mechanical and repair work requires skill and training. Beginners usually start out as helpers. Workers use hand tools and measuring tools to complete their tasks. They have to understand how things work. And they have to be good with their hands.

Sometimes the work calls for lifting and moving heavy things. Sometimes the work is dirty.

People who do this kind of work should enjoy finding out how something works, why it isn't working properly, and what can be done to make it work again.

Some jobs in this field are: *aircraft mechanic, auto mechanic, appliance repair technician, electrician, plumber,* and *radio and TV service technician.* (Note: All these jobs require extra schooling or on-the-job training. Helpers often learn the job as they help skilled workers.)

## Caring/Helping

Usually, people who do this kind of work want to help other people. They may take care of people who are too young, too old, too sick, or too poor to take care of themselves. They may help people who are in trouble. Or they may just help people find how to get somewhere, how to do something, or where to get something they need.

People who do this kind of work should really like people. They should care about what happens to people.

Some jobs in this field are: *ambulance attendant, baby sitter, library assistant, nurse's aide or orderly, social service aide, teacher's aide,* and *youth leader.*

## Creative

To do creative work you must have talent as well as interest. You have to keep coming up with fresh ideas. And you have to know how to express those ideas in either words, music, dance, or some form of art such as drawing, painting, or sculpture. People who do creative work should enjoy expressing themselves. They should also enjoy working on their own.

Some jobs in this field are: *artist, actor* or *actress, dancer, designer, decorator, illustrator, musician, singer,* and *writer.*

# Choose Some Jobs That You Might Like

You should now have some idea of the kinds of work that may interest you. For each of those kinds of work there are thousands of different jobs. We have described some of them in the Janus Job Guide at the back of this book. Use the guide to start learning about jobs that you might like. Here is what to do.

1. Turn to the Job Guide which begins on p. 75. Find the sections that tell about the kinds of work that interest you most.
2. Read the job descriptions in each section.
3. Choose some jobs that you think you might like. List the titles of these jobs under *Jobs That I Might Like.*
4. Answer the questions at the bottom of your list.

## Jobs That I Might Like

1. What are some similar jobs you might also like?

2. Where can you get information about these other jobs?

## Things To Think About and Discuss

1. Why do so few people end up doing the kind of work they dreamed about doing when they were children?
2. Why might many people work on jobs that they do not find interesting?
3. What are some things that might keep a person from finding a job that he or she likes?

Unit 2

# Experience

*HAVE you any experience?* That question will be asked many times by employers when you start applying for jobs.

Of course you have experience! By the time you leave high school you will probably have done many kinds of work. And you will have learned many skills.

Not all the work you have done was for pay. Maybe none of it was. But your experience may still help you to get a job.

Look at the pictures above. Do any of them show an experience you have had?

Mark an X under any that do. The inventory that follows will help you review your work experience.

# Work Experience Inventory

## Directions

Read each work activity listed below.
If you have ever done that activity, check the box under **yes.**
If you have never done the activity, check the box under **no.**
If you have done other similar work, add that activity at the bottom.

## Clerical

| Have you had any experience . . .? | yes | no |
|---|---|---|
| Typing letters or forms | ☐ | ☐ |
| Addressing envelopes | ☐ | ☐ |
| Sorting mail | ☐ | ☐ |
| Filing letters or office forms | ☐ | ☐ |
| Answering telephones | ☐ | ☐ |
| Running a switchboard | ☐ | ☐ |
| Running a copying machine | ☐ | ☐ |
| Running other office machines | ☐ | ☐ |
| Keeping records | ☐ | ☐ |
| Greeting visitors | ☐ | ☐ |
| Collecting money | ☐ | ☐ |
| Other clerical work: | | |

## Sales

| Have you had any experience . . .? | yes | no |
|---|---|---|
| Selling newspapers or magazines | ☐ | ☐ |
| Selling things door to door | ☐ | ☐ |
| Selling things in a store | ☐ | ☐ |
| Selling things at a fair | ☐ | ☐ |
| Selling raffles or tickets | ☐ | ☐ |
| Selling fruits and vegetables | ☐ | ☐ |
| Working behind a food counter | ☐ | ☐ |
| Other sales work: | | |

## Service

Have you had any experience . . .?

| | yes | no |
|---|---|---|
| Taking care of young children | ☐ | ☐ |
| Cooking meals | ☐ | ☐ |
| Mowing lawns and doing garden work | ☐ | ☐ |
| Dusting, polishing and doing other household cleaning | ☐ | ☐ |
| Helping in a restaurant | ☐ | ☐ |
| Helping in a hotel | ☐ | ☐ |
| Cutting or washing peoples' hair | ☐ | ☐ |
| Shopping for groceries | ☐ | ☐ |
| Waiting on tables | ☐ | ☐ |
| Baking pastry | ☐ | ☐ |

Other service work:

## Physical

Have you had any experience . . .?

| | yes | no |
|---|---|---|
| Cutting or sawing firewood | ☐ | ☐ |
| Moving furniture | ☐ | ☐ |
| Loading and unloading trucks | ☐ | ☐ |
| Painting houses | ☐ | ☐ |
| Digging ditches | ☐ | ☐ |
| Packing boxes | ☐ | ☐ |
| Packing fruits and vegetables | ☐ | ☐ |
| Moving equipment | ☐ | ☐ |

Other physical work:

## Driving/Operating

Have you had any experience . . .?

| | yes | no |
|---|---|---|
| Driving cars | ☐ | ☐ |
| Driving a tractor | ☐ | ☐ |
| Driving a motorcycle | ☐ | ☐ |
| Operating a snow plow | ☐ | ☐ |
| Operating a fork lift | ☐ | ☐ |
| Operating farm equipment | ☐ | ☐ |
| Driving a truck | ☐ | ☐ |
| Operating an electric drill | ☐ | ☐ |
| Operating a movie camera | ☐ | ☐ |
| Operating a power boat | ☐ | ☐ |
| Operating an electric saw | ☐ | ☐ |

Other driving/operating work:

## Mechanical/Repairing

Have you had any experience . . .?

| | yes | no |
|---|---|---|
| Fixing broken toys | ☐ | ☐ |
| Repairing bikes | ☐ | ☐ |
| Making electrical repairs | ☐ | ☐ |
| Building cabinets | ☐ | ☐ |
| Repairing small appliances | ☐ | ☐ |
| Building hi-fi equipment | ☐ | ☐ |
| Repairing radios and TV's | ☐ | ☐ |
| Tuning car engines | ☐ | ☐ |
| Repairing damaged cars | ☐ | ☐ |
| Building models | ☐ | ☐ |

Other mechanical/repair work:

## Caring/Helping

Have you had any experience . . .?

| | yes | no |
|---|---|---|
| Taking care of children | ☐ | ☐ |
| Helping old people | ☐ | ☐ |
| Being in charge of a club or team | ☐ | ☐ |
| Caring for sick people | ☐ | ☐ |
| Working in a camp | ☐ | ☐ |
| Doing volunteer work | ☐ | ☐ |
| Helping new students at school | ☐ | ☐ |
| Helping people with problems | ☐ | ☐ |
| Helping on cleanup drives | ☐ | ☐ |
| Helping teachers | ☐ | ☐ |

Other caring/helping work:

## Creative

Have you had any experience . . .?

| | yes | no |
|---|---|---|
| Singing or dancing in a show | ☐ | ☐ |
| Playing a musical instrument | ☐ | ☐ |
| Acting in a play | ☐ | ☐ |
| Working in a play | ☐ | ☐ |
| Making your own clothes | ☐ | ☐ |
| Writing stories or poems | ☐ | ☐ |
| Taking photos | ☐ | ☐ |
| Working in pottery | ☐ | ☐ |
| Putting up displays | ☐ | ☐ |
| Drawing or painting pictures | ☐ | ☐ |
| Making your own designs | ☐ | ☐ |

Other creative work:

# Review Your Experience

As you went through the Work Experience Inventory you checked off work activities you have done. You also may have listed similar activities you have done. Now you should make a list of your work experience so that you have it handy when you start looking for a job. Here is what to do.

1. At the top of each group of lines below, write the kind of work that interests you.
2. List the kinds of experiences (paid or unpaid) that you have had that are related to the heading. For example:

**Sales**

I have sold cookies, candy, and greeting cards from door-to-door since I was 12 years old.
I sold tickets to school dances this year and last year.
I sold ice cream and pizza at the summer fair.

**1.** _____ Experience _____
Kind of Work

_____

_____

_____

**2.** _____ Experience _____
Kind of Work

_____

_____

_____

**3.** _____ Experience _____
Kind of Work

_____

_____

_____

## Things To Think About and Discuss

1. Which of your work experiences did you enjoy the most? Why?
2. Why would an employer want to know about a worker's experience?
3. Would you be willing to work without pay for awhile to get some experience? Why or why not?

Unit 3

# Working Conditions

WAITING on tables in one place may not be the same as waiting on tables in another place. One place may be small and noisy. Another place may be large and quiet.

In one place you may have to set the table, take the order, get and carry the food, and clear the table when the customer is done. You may also have to take payment and make change. In another place you may only have to take the order and carry in the food.

Some people enjoy busy, noisy conditions. Other people enjoy calm, quiet conditions. Which do you prefer?

- ☐ Busy, noisy conditions
- ☐ Calm, quiet conditions

You will probably never find a job with perfect working conditions. Still, you should know what working conditions you would like before you go looking for a job. The next inventory will help you consider this matter.

# Working Conditions Inventory

## Directions

Read each group of working conditions carefully.
Think about the conditions.
Choose the condition that you prefer.
Put a check in front of the condition you prefer.

**Indoors or Outdoors**

- ☐ I would prefer to work *indoors* most of the time.
- ☐ I would prefer to work *outdoors* most of the time.

**Alone or with Others**

- ☐ I would prefer to work *by myself* most of the time.
- ☐ I would prefer to work *with other workers* most of the time.

**People, Things or Ideas**

- ☐ I would prefer to work with *people.*
- ☐ I would prefer to work with *things* (like machines).
- ☐ I would prefer to work with *ideas* (like writing).

**Moving Around or Sitting Still**

- ☐ I would prefer to *move around* while I'm working.
- ☐ I would prefer to *sit in one place* while I'm working.

**Busy Place or Quiet**

- ☐ I would prefer to work in a *busy place.*
- ☐ I would prefer to work in a *quiet place.*

**Uniform, Dressy Clothes, or Casual Clothes**

- ☐ I would prefer to wear a *uniform* on the job.
- ☐ I would prefer to wear *dressy clothes* on the job.
- ☐ I would prefer to wear *casual clothes* on the job.

**Same Tasks or Different Tasks**

- ☐ I would prefer to do the *same task* each day.
- ☐ I would prefer to do *different tasks* each day.

**Unskilled, Semi-skilled, or Skilled Work**

- ☐ I would prefer to do *unskilled* work. (Little or no special training required.)
- ☐ I would prefer to do *semi-skilled* work. (Some special training required.)
- ☐ I would prefer to do *skilled* work, (Special schooling or long training program required.)

**Supervised or Not Supervised**

- ☐ I would prefer to have my work closely *supervised.*
- ☐ I would prefer *not* to have my work closely *supervised.*

**One Place or Travel**

- ☐ I would prefer to work in *one place* most of the time.
- ☐ I would prefer to *travel* from place to place.

# Make a Summary

It will prove handy later to have a summary of the working conditions that you prefer. So look over the items you checked on the Working Conditions Inventory and check those same items below.

## Working Conditions That I Prefer

| | | |
|---|---|---|
| ☐ Indoors | ☐ Outdoors | |
| ☐ Alone | ☐ With others | |
| ☐ With people | ☐ With things | ☐ With ideas |
| ☐ Moving around | ☐ Sitting still | |
| ☐ Busy place | ☐ Quiet place | |
| ☐ Uniform | ☐ Dressy clothes | ☐ Casual clothes |
| ☐ Same task | ☐ Different tasks | |
| ☐ Unskilled | ☐ Semi-skilled | ☐ Skilled |
| ☐ Supervised | ☐ Not supervised | |
| ☐ One place | ☐ Travel | |

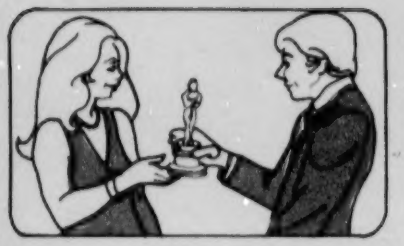
# Match People and Working Conditions

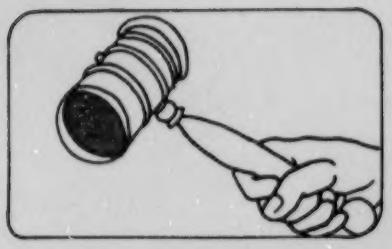
Which person would you match to which working condition? Draw a line from the person to the condition.

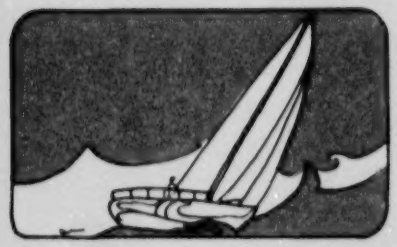
| People | Working Conditions |
|---|---|
| Sally, a neat quiet salesperson. | Furniture factory. Putting together parts of chairs and tables. |
| Parson, young and lively. Likes fashions. | Salesperson for large company. Travels to different cities. |
| Jerry, good steady worker. Likes same job each day. | Large, modern department store with carpets and soft music. |
| Naida, cheerful and outgoing. Likes changes. | Large food packing plant. People work at their own stations. |
| Millie, quiet and shy. | Small clothing store. Rock music, posters, and latest style clothes. |

# Things To Think About and Discuss

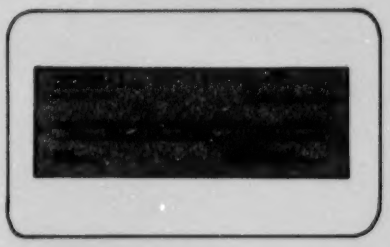
1. Which is more important to you, good pay or good working conditions?
2. Are the jobs that you listed on p. 16 likely to have the working conditions that you prefer?

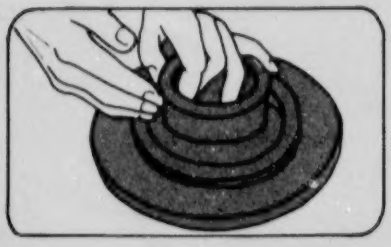






**adventure**
**creativity**
**money**
**caring**
**power**
**beauty**
**fame**





Unit 4

# Values

WHAT do you value more—*money* or *beauty? Power* or *fame?* Maybe you never thought about this. But the way you feel about these values may affect your choice of jobs.

For example, if you value beauty more than money you might be willing to work for low pay—*so long as you could work in a beautiful place.* And if you value power more than money you might be willing to work for low pay—*so long as you could be the boss.*

Each of the drawings above stands for a certain value such as money, fame, or power. Draw a line from each drawing to the value you think it stands for. Then go back and circle three drawings that stand for the three values you think are most important to you.

After you do this exercise, go on and do the Values Inventory that follows on the next few pages. It will help you to check more closely which of the values listed above are most important to you.

# Values Inventory

## Directions

Decide how important each item in the inventory is to you. Then:

1. Circle the **0** if your answer is **not important.**
   Circle the **3** if your answer is **not too important.**
   Circle the **5** if your answer is **not sure.**
   Circle the **7** if your answer is **fairly important.**
   Circle the **10** if your answer is **very important.**
2. Write the number that you circle in the box at the end of the row. For example, if you circle **5** for row **a,** then write **5** in the box. [5]
   Be sure to do this for every row.

| | not important | | not too important | | not sure | | fairly important | | very important | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. How important to you is . . .? | | | | | | | | | | |
| a. Having a lot of money | 0 | | 3 | | 5 | | 7 | | 10 | 1a. ☐ |
| b. Having a lot of thrills | 0 | | 3 | | 5 | | 7 | | 10 | 1b. ☐ |
| c. Being a little different from others | 0 | | 3 | | 5 | | 7 | | 10 | 1c. ☐ |
| d. Telling people what to do | 0 | | 3 | | 5 | | 7 | | 10 | 1d. ☐ |
| e. Helping old people | 0 | | 3 | | 5 | | 7 | | 10 | 1e. ☐ |
| f. Getting your picture in the newspaper | 0 | | 3 | | 5 | | 7 | | 10 | 1f. ☐ |
| g. Watching a beautiful sunset | 0 | | 3 | | 5 | | 7 | | 10 | 1g. ☐ |
| 2. How important to you is . . .? | | | | | | | | | | |
| a. Going shopping | 0 | | 3 | | 5 | | 7 | | 10 | 2a. ☐ |
| b. Being where there is lots of action | 0 | | 3 | | 5 | | 7 | | 10 | 2b. ☐ |
| c. Doing things in artistic ways | 0 | | 3 | | 5 | | 7 | | 10 | 2c. ☐ |
| d. Being a leader | 0 | | 3 | | 5 | | 7 | | 10 | 2d. ☐ |
| e. Helping new students feel welcome | 0 | | 3 | | 5 | | 7 | | 10 | 2e. ☐ |
| f. Having people talk about you | 0 | | 3 | | 5 | | 7 | | 10 | 2f. ☐ |
| g. Seeing paintings and works of art | 0 | | 3 | | 5 | | 7 | | 10 | 2g. ☐ |

not too important

fairly important

3. How important to you is . . .?

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| a. Buying things | 0 | 3 | 5 | 7 | 10 | 3a. | ☐ |
| b. Doing things that others fear to do | 0 | 3 | 5 | 7 | 10 | 3b. | ☐ |
| c. Decorating your own place | 0 | 3 | 5 | 7 | 10 | 3c. | ☐ |
| d. Running things your way | 0 | 3 | 5 | 7 | 10 | 3d. | ☐ |
| e. Making people happy | 0 | 3 | 5 | 7 | 10 | 3e. | ☐ |
| f. Being noticed wherever you go | 0 | 3 | 5 | 7 | 10 | 3f. | ☐ |
| g. Working in a beautiful place | 0 | 3 | 5 | 7 | 10 | 3g. | ☐ |

4. How important to you is . . .?

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| a. Having money in the bank | 0 | 3 | 5 | 7 | 10 | 4a. | ☐ |
| b. Driving fast | 0 | 3 | 5 | 7 | 10 | 4b. | ☐ |
| c. Expressing thoughts and feelings | 0 | 3 | 5 | 7 | 10 | 4c. | ☐ |
| d. Having control over people | 0 | 3 | 5 | 7 | 10 | 4d. | ☐ |
| e. Helping people solve problems | 0 | 3 | 5 | 7 | 10 | 4e. | ☐ |
| f. Having people do things for you | 0 | 3 | 5 | 7 | 10 | 4f. | ☐ |
| g. Listening to beautiful music | 0 | 3 | 5 | 7 | 10 | 4g. | ☐ |

5. How important to you is . . .?

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| a. Knowing how much things cost | 0 | 3 | 5 | 7 | 10 | 5a. | ☐ |
| b. Seeing adventure shows | 0 | 3 | 5 | 7 | 10 | 5b. | ☐ |
| c. Making things by hand | 0 | 3 | 5 | 7 | 10 | 5c. | ☐ |
| d. Being the boss | 0 | 3 | 5 | 7 | 10 | 5d. | ☐ |
| e. Helping to prevent fights | 0 | 3 | 5 | 7 | 10 | 5e. | ☐ |
| f. Learning about famous people | 0 | 3 | 5 | 7 | 10 | 5f. | ☐ |
| g. Living in a beautiful building | 0 | 3 | 5 | 7 | 10 | 5g. | ☐ |

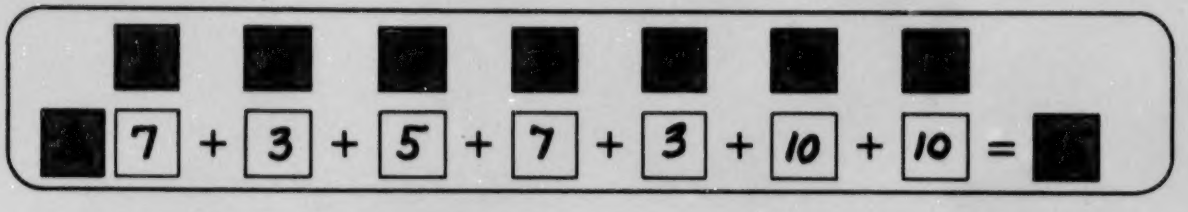
| 6. How important to you is . . .? | not too important | | fairly important | |
|---|---|---|---|---|
| a. Having rich friends | 3 | 7 | | 6a. ☐ |
| b. Living a life full of adventure | 3 | 7 | | 6b. ☐ |
| c. Finding new ways to do things | 3 | 7 | | 6c. ☐ |
| d. Being the leader of a group | 3 | 7 | | 6d. ☐ |
| e. Helping people in trouble | 3 | 7 | | 6e. ☐ |
| f. Collecting pictures of famous people | 3 | 7 | | 6f. ☐ |
| g. Seeing beautiful sights | 3 | 7 | | 6g. ☐ |

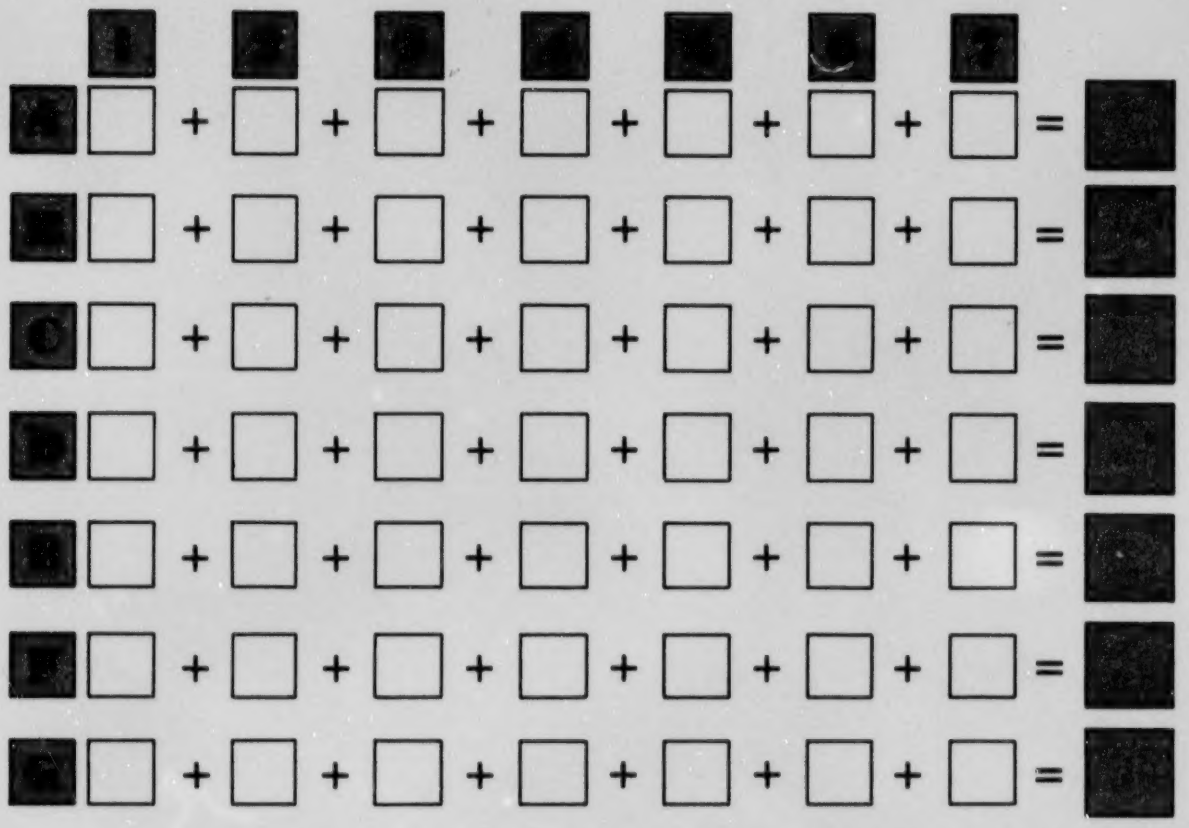
| 7. How important to you is . . .? | | | | |
|---|---|---|---|---|
| a. Making a lot of money fast | 3 | 7 | | 7a. ☐ |
| b. Having a job with lots of action | 3 | 7 | | 7b. ☐ |
| c. Doing work that is creative | 3 | 7 | | 7c. ☐ |
| d. Being able to hire and fire people | 3 | 7 | | 7d. ☐ |
| e. Seeing that poor people get enough food | 3 | 7 | | 7e. ☐ |
| f. Seeing your name in big letters | 3 | 7 | | 7f. ☐ |
| g. Having pleasing colors in your house | 3 | 7 | | 7g. ☐ |

# Score Your Values Inventory

You have been busy circling numbers to show how you feel about certain values. Now it is time to see what all this means. Here is what to do.

1. Look back at the numbers you wrote in the boxes on the inventory. Copy them in the boxes below. Be sure to write each number in the box that has the same number and letter as the box you are copying from.
2. After you have filled all the boxes, add the numbers across and write in the total at the end of the row. For example, your first row might look like this:



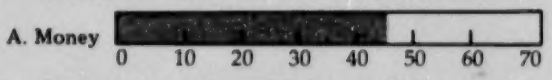



3. After you write the total for each row, complete the graph on the next page.

# Graph Your Values

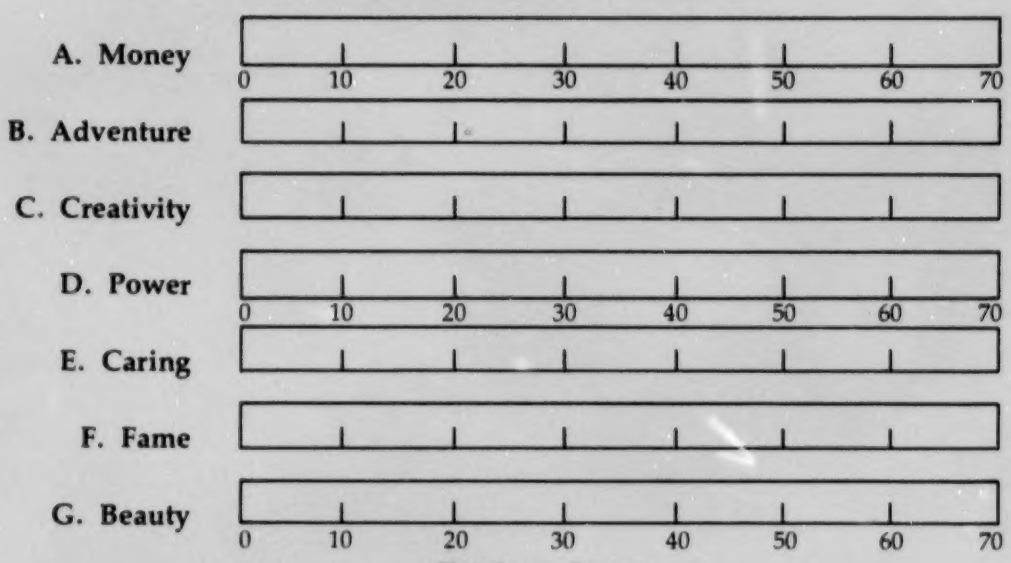
When you complete the graph it will show you which of the seven values on the inventory are most important to you. Here is what to do.

1. The bars of the graph are lettered the same as the rows of boxes on p. 31. Find bar A on the graph. Mark bar A so it shows the total you wrote at the end of row A on p. 31.
2. Darken the bar from 0 to the mark you made. For example, if your total for row A were 45, bar A on your graph would be like this.




3. Repeat steps 1 and 2 for each bar on the graph.

## How I Rate Certain Values




# Read Your Graph

Have you darkened all the bars on your graph so they show the totals you had on the inventory? If so, then you can now tell which of the values on the inventory seem to be most important to you.

Look for your three longest bars on the graph. Then list at right the value that is printed before each of those bars.

Longest _____

Second Longest _____

Third Longest _____

Of the eight kinds of work listed above, these three seem to interest you most.

# Learn More About These Values

The inventory checks how you feel about seven different values. All of the values may be important to you. Or none of them may be important to you. But chances are that some of them are more important to you than others. The inventory should show you which ones these are.

Now, what does all this have to do with choosing a job?

The answer is this. You will be happiest with a job that gives you a chance to have or do the things you value most. For example, if money is more important to you than caring, then you might be happier as a construction worker than as a hospital helper. Construction workers usually earn more. But if caring is more important to you than money, then you might be happier working at a hospital.

To learn more about values and jobs, read below. Look for the sections that tell about values which are important to you. Answer the question at the end of each section you read.

# Seven Values

## Money

Money is important to most people. After all, we need it to pay for food, clothing, shelter, and other things we need or want. But some people spend as little time and effort as possible to get money. They try to get by on as little as they can, and use their time in other ways.

Other people spend most of their waking day trying to make money—and then dream about it at night! People may be willing to work long hard hours to earn a lot of money. Some people will take great chances and even risk their lives.

Still others just enjoy buying and selling or figuring out how much things should cost. They may work as buyers or salespersons.

Some people enjoy just being near a lot of money. Or just handling money. They may work as cashiers, guards, or bank tellers.

Is money very important to you? Would you give up other important things for a chance to make a lot of money or to work with money?

☐ Yes ☐ No

## Adventure

Some people are content to live quiet, peaceful lives. Others need constant excitement. People who like or need lots of excitement will probably want a job that offers some adventure. Fire fighters, police officers, and deep sea divers have more chance for adventure than do typists, sales clerks, or assemblers.

Of course, there are all kinds of adventure. Traveling, meeting different people, doing different things each day are also kinds of adventure. In this sense, flight attendants, traveling salespersons, and newspaper photographers have jobs that offer some adventure.

Is adventure very important to you? Would you give up other important things for a chance to have some adventure?

☐ Yes ☐ No

## Creativity

Usually, people who are creative are driven to use that creativity in one way or another. They write, paint, act, or perform for free if not for money. If they can find work that lets them use their creativity they are very lucky.

The problem is that there are not as many well-paying creative jobs as there are creative people looking for work. So, very often a creative person must look for other kinds of work. Or they have to give up some important things, such as making a lot of money!

Is creativity very important to you? Would you give up other important things for a chance to be creative?

☐ Yes ☐ No

## Power

There are different kinds of power. But if you have power, then you have the ability to control things or to make things happen. A policeman has the power to stop a speeding driver on the road. A bulldozer operator controls a very powerful machine. With this machine the driver has the power to move tons of soil.

Power is very important to some people. They want to be in charge or in control. They want to make things happen.

Is power very important to you? Would you give up other important things for the chance to have power?

☐ Yes ☐ No

## Caring

Some people want to help everybody. They worry about people who are too old, too young, too ill, or too poor to take care of themselves. Or they may just enjoy helping people no matter what their needs. These people might enjoy being nurses' aides, teachers' aides, or ground hosts and hostesses for an airline.

Jobs that involve caring do not always pay highly. Sometimes they involve working with people who are very unhappy or who are in trouble. Working conditions are often not the best. Still, some people would not want to do any other kind of work.

Is caring very important to you? Would you give up other important things for the chance to be caring?

☐ Yes ☐ No

## Fame

Most of us like people to know who we are. But some people want *everybody* to know who they are. They want to see themselves in newspapers and magazines and on TV. They may dream of being surrounded by reporters and fans.

Of course, there are other kinds of fame. The cook who makes a fantastic pizza is famous in a way. And the crossing guard who everybody in the neighborhood knows is also famous in a way. So, we might say that fame is a matter of being well known because of the work you do.

In this sense, some kinds of jobs may win you fame more readily than others. And if being well known is important to you, you might be happier as a crossing guard than as a file clerk.

Is fame very important to you? Would you give up other important things for a chance to be famous?

☐ Yes ☐ No

## Beauty

Some people could care less about the way things look. Others spend their whole life in search of beauty. They seek out beautiful places, beautiful buildings, and beautiful people. These people might choose to work in a park because of its beauty. Or they may look for a job in an art museum.

If beauty is important to you, the place in which you work is likely to be as important as what you do and how much you make. It may even be more important.

Is beauty very important to you? Would you give up other important things for it?

☐ Yes ☐ No

# Match Values and Jobs

Draw a line from the person described in the left hand column to a job that may be right for that person.

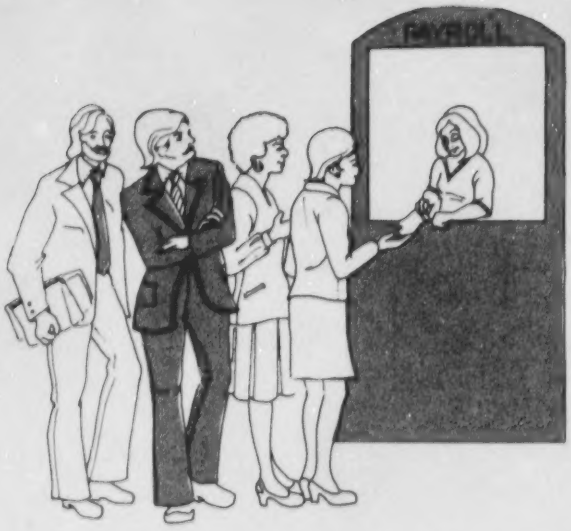
| Values | Jobs |
|---|---|
| Carlos values scenic *beauty* and *adventure* most. | Art teacher in special program for children with problems. |
| Helen values *adventure* and *caring* most. | Sailor on ships that go around the world |
| Ron values *caring* and *creativity* most. | Driver of large trailer— truck across icy mountain roads |
| Rita values *fame* and *money* most. | Ambulance attendant in a big city |
| Bernie values *power* and *adventure* most. | Leader of well known singing group |

# Things To Think About and Discuss

1. Why might someone who longs for fame be happier waiting on tables in a busy restaurant than preparing salads in the kitchen?
2. What might happen if someone who values adventure and creativity ends up packing jars of jam in a factory?
3. What affect will your values have on your choice of jobs?

Unit 5

# Pay and Expenses



MONEY! Money! Money! One reason people work is to earn money. True, some people work for the fun of it. Or to help out some worthy cause. But most workers get paid for the work they do.

Of course, workers don't all get paid the same amount. A carpenter earns more than a salesclerk. And one salesclerk may earn more than another salesclerk. The amount of pay you get depends on several things. Some of these things are the kind of work you do , time on the job, location of the job, and union membership.

How much do you know about pay? For example:

1. What is the lowest amount an employer may pay you per hour, according to law?
   $_____ per hour.
2. About how much do you think a beginning barber would earn per week?
   $_____ per week
3. What do you think is the maximum amount of pay that same barber would earn after several years on the job? $_____ per week

The table and exercises on the next few pages should help you to understand more about pay.

# Pay and Expenses

## Job Information Table

| Job Title | Weekly Pay* | | Years of Schooling Required After High School |
|---|---|---|---|
| | Starting | Maximum | |
| Assembler | $140 | $280 | None |
| Auto Parts Worker | 155 | 250 | None |
| Bank Clerk | 125 | 140 | None |
| Barber | 215 | 260 | 1 |
| Bookkeeper | 160 | 215 | 2 |
| Commercial Artist | 150 | 400 | 2-4 |
| Computer Operator | 170 | 270 | 2 |
| Cook | 120 | 260 | 2 |
| Custodian | 140 | 190 | None |
| Dental Technician | 170 | 350 | 2 |
| Firefighter | 240 | 340 | None |
| Forestry Aide | 150 | 260 | 2 |
| Mail Carrier | 280 | 325 | None |
| Medical Assistant | 140 | 190 | 2 |
| Nurse's Aide | 140 | 205 | 1 |
| Photographer | 250 | 370 | 2 |
| Pilot (Airline) | 300 | 1100 | 2-4 |
| Retail Salesperson | 160 | 280 | None |
| Shipping Clerk | 140 | 250 | None |
| Truck Driver | 175 | 350 | None |
| TV/Radio Service Technician | 140 | 350 | 2 |
| X-Ray Technologist | 210 | 250 | 2 |

*Based on figures supplied by the U.S. Department of Labor and meant for comparison only. Actual figures may vary somewhat from place to place.

# Read the Table

1. Which job has the *lowest* starting pay?

2. How much extra schooling or training is required for that job?

3. Which job has the *highest* starting pay?

4. How much extra training is required for that job?

5. Which four jobs offer maximum pay of *more* than $350 a week?

## Things To Think About and Discuss

1. Why might some jobs pay more than others?
2. What does schooling or training have to do with pay?
3. Why doesn't everyone go for the high-paying jobs?
4. Why might pay be higher in some parts of the country than in others?
5. How long do you think it may take to reach high pay on the jobs that interest you?

# Figure Pay Per Hour and Per Year

The table on p. 38 shows pay *per week*. Sometimes it is helpful to know the amount of pay *per hour* or *per year*. If you know the amount per week, you can easily figure out these other amounts.

To figure out **pay per hour,** divide the **pay per week** by the **number of hours** worked. (Most workers work 40 hours per week.)

**Pay Per Week ÷ Hours Per Week = Pay Per Hour**

**Example 1** Tanya works 40 hours a week and she earns $120 a week. What is her pay per hour?

$120 per week ÷ 40 hours per week = pay per hour

$$40\overline{)120.00} \quad 3.00$$

**Answer: $3.00 per hour.**

To figure out **pay per year,** multiply **pay per week** by **number of weeks** in a year (52).

**Pay Per Week × Weeks Per Year = Pay Per Year**

**Example 2** Tony earns $120 a week. What is his pay per year?

$120 per week × 52 weeks per year = pay per year

$$\begin{array}{r} 120 \\ \times 52 \\ \hline 240 \\ 600 \\ \hline 6240 \end{array}$$

**Answer: $6240 a year**

Now, get some scrap paper and figure out the pay per hour and per year for the following workers. Write your answers in the proper place on the the table.

| Worker | Weekly Pay | Hourly Pay | Yearly Pay |
|---|---|---|---|
| Cook | $120 | | |
| X-Ray Technologist | 210 | | |
| Sales Clerk | 160 | | |
| Firefighter | 240 | | |

## Things To Think About and Discuss

1. About how much do you expect to earn per week when you first leave high school?

   $ _____ per week
2. How much would that be:

   per hour? $ _____

   per year? $ _____
3. Why might it be helpful to know now how much you can expect to earn when you leave school?

# Take a Look at Your Expenses

Money, money, money, Where does the money go? If you have been living at home with your parents, you may not have thought too much about where the money comes from or where it goes. But as you begin to plan your future, you will need to make some guesses about what your expenses are going to be.

Do you have any idea of how much it costs to live? Try to answer the following questions. If you are not sure of the answer, make a good guess. Then check your answers when you go home.

1. How much is the monthly rent or mortgage payment on your home?

   $ _____
2. How much does your family spend on food each month?

   $ _____
3. How much does the telephone bill usually run each month?

   $ _____
4. How much do the gas and electric bills usually run each month?

   $ _____
5. How much does your family spend on transportation each month?

   $ _____

In the future, if you move out on your own, you are going to have to think about paying for rent and food and many other things. And you will find that your pay can only go so far. To help make sure you spend your money wisely, it is helpful to make a budget. A budget is a plan for spending money.

Spending money seems so easy to do. And that is the problem! It *is* easy to spend money. It is so easy that before we know it, all our money is gone.

When you have a budget, and you stick to it, you have some control over how fast you spend the money and where you spend it. For example, let's take a look at Joan Martin's budget.

# Joan Martin's Budget

Joan works in a factory making telephones. She brings home $600 a month. She shares an apartment and has just bought a used car. Her car payments are $100 a month. Where else does her money go? Take a look. Joan made a list of all the things she would have to pay for during one year's time. Here is what she came up with.

**Housing**
- Rent
- Telephone
- Gas and electricity
- Cleaning supplies
- Household supplies

**Food**
- At home
- Outside

**Clothing**
- New
- Laundry and cleaning

**Personal**
- Grooming
- Health products

**Medical**
- Doctor
- Dentist
- Drugs

**Transportation**
- Car payment
- Gas, oil, and upkeep
- Car insurance

**Education and Recreation**
- Shows and dances
- Vacation
- Hobbies
- Sports
- Books, magazines, newspapers

**Church and Charity**

**Furniture**

**Gifts**

**Other Items**

**Savings**

Notice that some things on the list do not come up every month—such as doctor and dentist care, new clothing, and furniture. But to help plan for these expenses, Joan guessed how much she would need to spend for these things during the coming year. Then she divided those amounts by 12 to come up with the cost per month.

Once Joan knew how much her expenses were going to be, she could decide how she would spend the rest of her monthly income. She knew that if she spent more for one item, she would have less to spend on another. For example, if she decided to spend $10 a month on shows, she might have only $5 to spend on her hobbies.

On the next page you will see how Joan decided to budget her money.

# Joan's Monthly Budget

**Housing**

| | |
|---|---|
| Rent | $110 |
| Telephone | 10 |
| Gas and electricity | 5 |
| Cleaning supplies | 5 |
| Household supplies | 5 |

**Food**

| | |
|---|---|
| At home | 50 |
| Outside | 25 |

**Clothing**

| | |
|---|---|
| New | 40 |
| Laundry and cleaning | 10 |

**Personal**

| | |
|---|---|
| Grooming | 10 |
| Health products | 15 |

**Medical**

| | |
|---|---|
| Doctor | 10 |
| Dentist | 10 |
| Medicine | 5 |

**Transportation**

| | |
|---|---|
| Car payment | 100 |
| Gas, oil, upkeep | 45 |
| Car insurance | 30 |

**Education and Recreation**

| | |
|---|---|
| Shows and dances | 15 |
| Vacation | 15 |
| Hobbies | 5 |
| Sports | 5 |
| Books, magazines, newspapers | 10 |

| | |
|---|---|
| **Church/Charity** | 10 |
| **Furniture** | 10 |
| **Gifts** | 15 |
| **Other items** | 10 |
| **Savings** | 20 |
| Total | $600 |

Joan's budget is for Joan. Your budget should be for you. How would you budget your money if you had $600 a month to spend? Would you buy a car at $100 a month? Would you spend $15 a month on shows and dances?

Turn the page and make your own budget. Think about each item. Decide how much you will probably have to spend on such things as rent, electricity, and other needs. Then decide how you would spend the rest. Remember, the total must come out to $600.

# My Monthly Budget

**Housing**
- Rent .....
- Telephone .....
- Gas and electricity .....
- Cleaning supplies .....
- Household supplies .....

**Food**
- At home .....
- Outside .....

**Clothing**
- New .....
- Laundry and cleaning ....

**Personal**
- Grooming .....
- Health products .....

**Medical**
- Doctor .....
- Dentist .....
- Medicine .....

**Transportation**
- Car payment .....
- Gas, oil, upkeep .....
- Car Insurance .....

**Education and Recreation**
- Shows and dances .....
- Vacation .....
- Hobbies .....
- Sports .....
- Books, magazines .....

**Church/Charity** .....

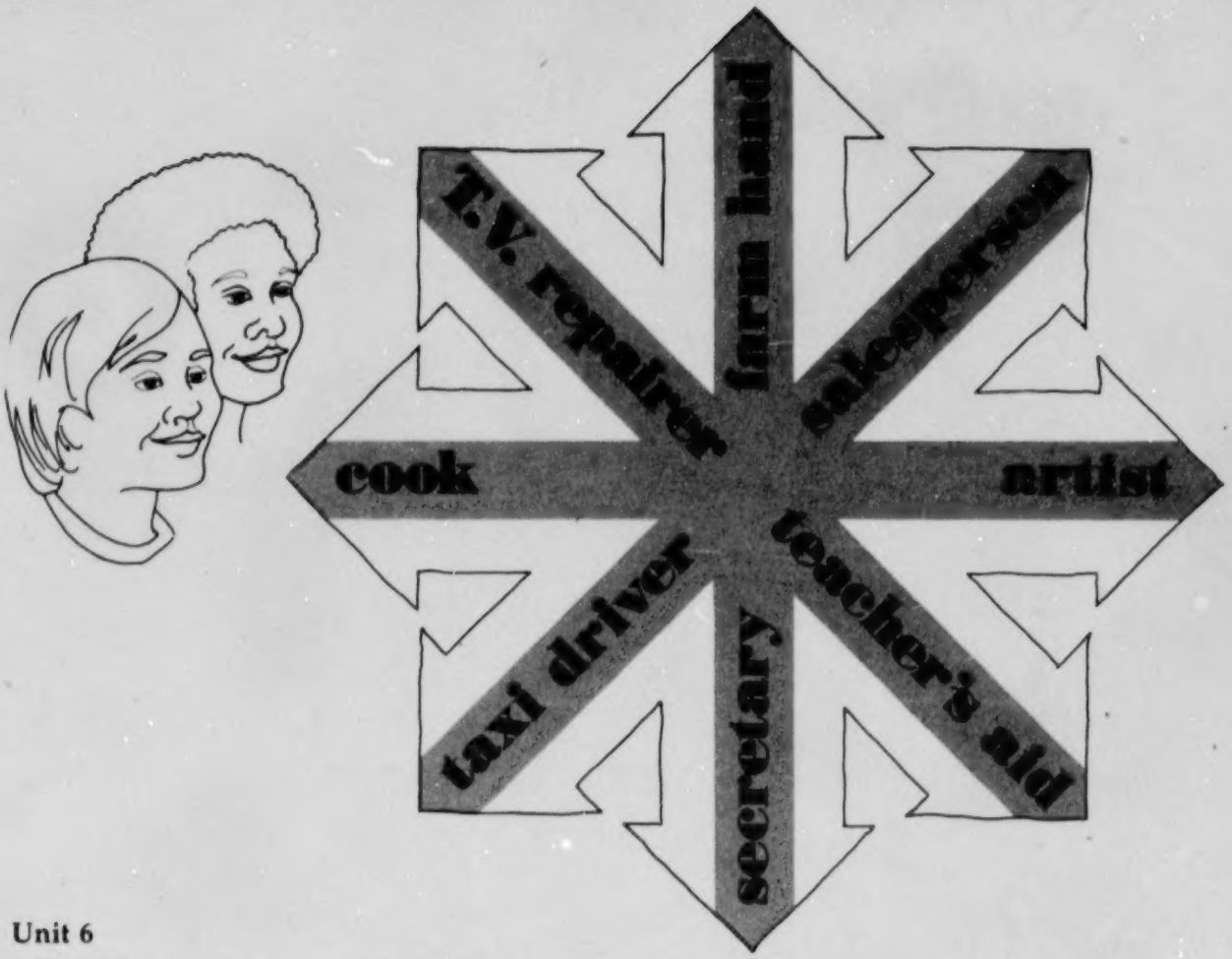
**Furniture** .....

**Gifts** .....

**Other Items** .....

**Savings** .....

Total = $600.




Unit 6

# Choosing

THERE are many jobs to choose from in the World of Work. And each job leads to different working conditions, different pay, different people, and maybe even a different way of life. So it is important to choose the job that will be right for you.

The things you have found out about yourself in Units 1-5 should give you some idea of what is right for you. The exercises that follow will give you practice in using that information to check out a job. After you get some practice, you can check out any jobs that you may be thinking about. But let's do a practice check list first.

To start, suppose you had to choose a job from the eight jobs listed in the drawing above. Which of the eight would you choose? Write the job on the line below.

**Job Title** _____

Now check the reasons why you picked that job.

- ☐ Sounds interesting
- ☐ Might be fun
- ☐ Might pay well
- ☐ Might have good working conditions
- ☐ Other reason

Now do the practice job check on the next page.

# Practice Job Check

## Directions

You now know something about your interests, your experience, the kind of working conditions you prefer, some values that are important to you, and how much you can expect to earn. Use this information to check how well the job you chose on p. 45 would suit you.

First, write the job title on the line below. Then answer the questions.

**Job Title** _____

## Interests

- According to the Work Interest Inventory, which of the following kinds of work are you most interested in? (Circle three)

  **Clerical Sales Service Physical**
  **Driving/Operating**
  **Mechanical/Repairing**
  **Caring/Helping Creative**

- Would the job you chose on p. 45 give you a chance to do any of these kinds of work?

  ☐ Yes ☐ No

## Experience

- Have you had any experience doing this kind of work?

  ☐ Yes ☐ No

- If you had some experience, did you enjoy the work?

  ☐ Yes ☐ No

## Working Conditions

- Check below the working conditions you think the job might offer.

| | | |
|---|---|---|
| ☐ Indoors | ☐ Outdoors | |
| ☐ Alone | ☐ With others | |
| ☐ With people | ☐ With things | ☐ With ideas |
| ☐ Moving around | ☐ Sitting still | |
| ☐ Lively place | ☐ Quiet place | |
| ☐ Uniform | ☐ Dressy clothes | ☐ Casual clothes |
| ☐ Same work | ☐ Different work | |
| ☐ Unskilled | ☐ Semi-skilled | ☐ Skilled |
| ☐ Supervised | ☐ Not supervised | |
| ☐ Same place | ☐ Travel | |

- Does the job seem to offer most of the working conditions you prefer?

  ☐ Yes ☐ No

## Values

- According to the Values Inventory, which of the following values seem most important to you? (Circle three)

  **Money Adventure Creativity**
  **Power Caring Fame Beauty**

- Would the job give you a chance to have or to do any of the three things that are really important to you? (For example, an artist can be *creative*, a teacher's aide can be *caring*, and a logger can work in a *beautiful* forest.)

  ☐ Yes ☐ No

## Pay

- Do you have some idea of what the *starting* pay is for this job?

  ☐ Yes ☐ No

- Do you have some idea of what the *maximum* pay is for this job?

  ☐ Yes ☐ No

- From what you know, would the amount of pay this job offers be as much as you hope to make?

  ☐ Yes ☐ No

## Ability

- Do you think you have the ability to do this job or to learn how to do it?

  ☐ Yes ☐ No

## Conclusion

- Do you think this job would be right for you?

  ☐ Yes ☐ No

# Check Your Job Choices

## Directions

Use the check sheets on the next four pages to check some of the jobs that you have been thinking of. Decide if all or any are right for you.

To get information about the jobs you are interested in, try these sources:

- the job guide at the back of this book,
- the job counseling services of your school, town, country, or state,
- the employment office of places that have the kinds of jobs you are interested in, and
- your parents, other relatives, and friends who may know something about these jobs.

Before you begin, list below some jobs that you would like to check out.

## Jobs That I Might Like

1. _____

2. _____

3. _____

4. _____

## Things To Think About and Discuss

1. If you do not know whether or not you have the ability to do the kind of work that interests you, how might you find out?
2. How do you go about getting training and experience for jobs that require certain skills?
3. Why might your job interests change as you get older?

# Job Check Sheet

## Job Title 1. _____

### Interests

| | yes | no |
|---|---|---|
| Would this job give you a chance to do a kind of work you might like to do? | ☐ | ☐ |

### Experience

| | | |
|---|---|---|
| Have you had any experience that shows you might like this kind of job? | ☐ | ☐ |
| Have you any experience that might help you get this kind of job? | ☐ | ☐ |

### Working Conditions

| | | |
|---|---|---|
| Is the job likely to offer most of the working conditions you prefer? | ☐ | ☐ |

### Values

| | | |
|---|---|---|
| Is this job likely to offer you a chance to do or to get some of the things that you value highly? (Money, fame, power, and so on) | ☐ | ☐ |

### Pay

| | | |
|---|---|---|
| Is this job likely to offer the amount of pay you hope to make at the start? | ☐ | ☐ |
| Is this job likely to offer the amount of pay you hope to make later on? | ☐ | ☐ |

### Ability

| | | |
|---|---|---|
| Do you think you have the ability to do this job or to learn how to do it? | ☐ | ☐ |

### Conclusion

| | | |
|---|---|---|
| Do you think this job would be right for you? | ☐ | ☐ |

# Job Check Sheet

## Job Title 2. _____

### Interests

| | yes | no |
|---|---|---|
| Would this job give you a chance to do a kind of work you might like to do? | ☐ | ☐ |

### Experience

| | | |
|---|---|---|
| Have you had any experience that shows you might like this kind of job? | ☐ | ☐ |
| Have you any experience that might help you get this kind of job? | ☐ | ☐ |

### Working Conditions

| | | |
|---|---|---|
| Is the job likely to offer most of the working conditions you prefer? | ☐ | ☐ |

### Values

| | | |
|---|---|---|
| Is this job likely to offer you a chance to do or to get some of the things that you value highly? (Money, fame, power, and so on) | ☐ | ☐ |

### Pay

| | | |
|---|---|---|
| Is this job likely to offer the amount of pay you hope to make at the start? | ☐ | ☐ |
| Is this job likely to offer the amount of pay you hope to make later on? | ☐ | ☐ |

### Ability

| | | |
|---|---|---|
| Do you think you have the ability to do this job or to learn how to do it? | ☐ | ☐ |

### Conclusion

| | | |
|---|---|---|
| Do you think this job would be right for you? | ☐ | ☐ |

# Job Check Sheet

## Job Title 3. _____

### Interests

| | yes | no |
|---|---|---|
| Would this job give you a chance to do a kind of work you might like to do? | ☐ | ☐ |

### Experience

| | | |
|---|---|---|
| Have you had any experience that shows you might like this kind of job? | ☐ | ☐ |
| Have you any experience that might help you get this kind of job? | ☐ | ☐ |

### Working Conditions

| | | |
|---|---|---|
| Is the job likely to offer most of the working conditions you prefer? | ☐ | ☐ |

### Values

| | | |
|---|---|---|
| Is this job likely to offer you a chance to do or to get some of the things that you value highly? (Money, fame, power, and so on) | ☐ | ☐ |

### Pay

| | | |
|---|---|---|
| Is this job likely to offer the amount of pay you hope to make at the start? | ☐ | ☐ |
| Is this job likely to offer the amount of pay you hope to make later on? | ☐ | ☐ |

### Ability

| | | |
|---|---|---|
| Do you think you have the ability to do this job or to learn how to do it? | ☐ | ☐ |

### Conclusion

| | | |
|---|---|---|
| Do you think this job would be right for you? | ☐ | ☐ |

# Job Check Sheet

## Job Title 4.

### Interests

| | yes | no |
|---|---|---|
| Would this job give you a chance to do a kind of work you might like to do? | ☐ | ☐ |

### Experience

| | | |
|---|---|---|
| Have you had any experience that shows you might like this kind of job? | ☐ | ☐ |
| Have you any experience that might help you get this kind of job? | ☐ | ☐ |

### Working Conditions

| | | |
|---|---|---|
| Is the job likely to offer most of the working conditions you prefer? | ☐ | ☐ |

### Values

| | | |
|---|---|---|
| Is this job likely to offer you a chance to do or to get some of the things that you value highly? (Money, fame, power, and so on) | ☐ | ☐ |

### Pay

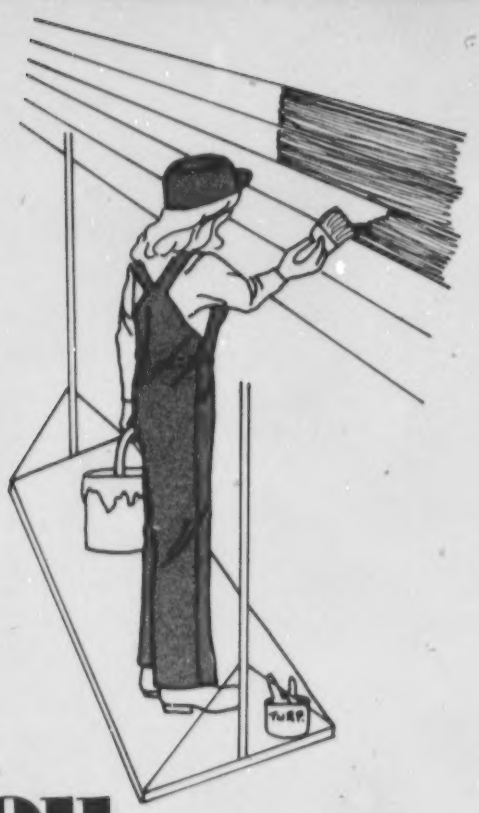
| | | |
|---|---|---|
| Is this job likely to offer the amount of pay you hope to make at the start? | ☐ | ☐ |
| Is this job likely to offer the amount of pay you hope to make later on? | ☐ | ☐ |

### Ability

| | | |
|---|---|---|
| Do you think you have the ability to do this job or to learn how to do it? | ☐ | ☐ |

### Conclusion

| | | |
|---|---|---|
| Do you think this job would be right for you? | ☐ | ☐ |



Unit 7

# You and Your Attitude

WHEN you start on a new job, there will be many things to learn. There will be new things to do, new people to meet, and new rules to understand and follow.

Some of these things may cause you some problems at first. How you deal with these problems will depend on your attitude.

Attitude means the way you feel about things—the way you feel about work, about yourself, and about other people. When you feel good about something, your attitude is good. You behave in a certain way.

When you feel bad about something, your attitude is poor. You behave in a different way.

For example, look at the pictures above. We see someone at work. Can you tell which picture shows a worker with a good attitude and which shows a worker with a poor attitude?

1. What are some differences that you see in the pictures?

   _____

   _____

2. Check the words that describe the worker on the left.

   ☐ messy ☐ orderly ☐ proud
   ☐ neat ☐ careless

3. Check the words that describe the worker on the right.

   ☐ careless ☐ bored ☐ happy
   ☐ proud ☐ tired

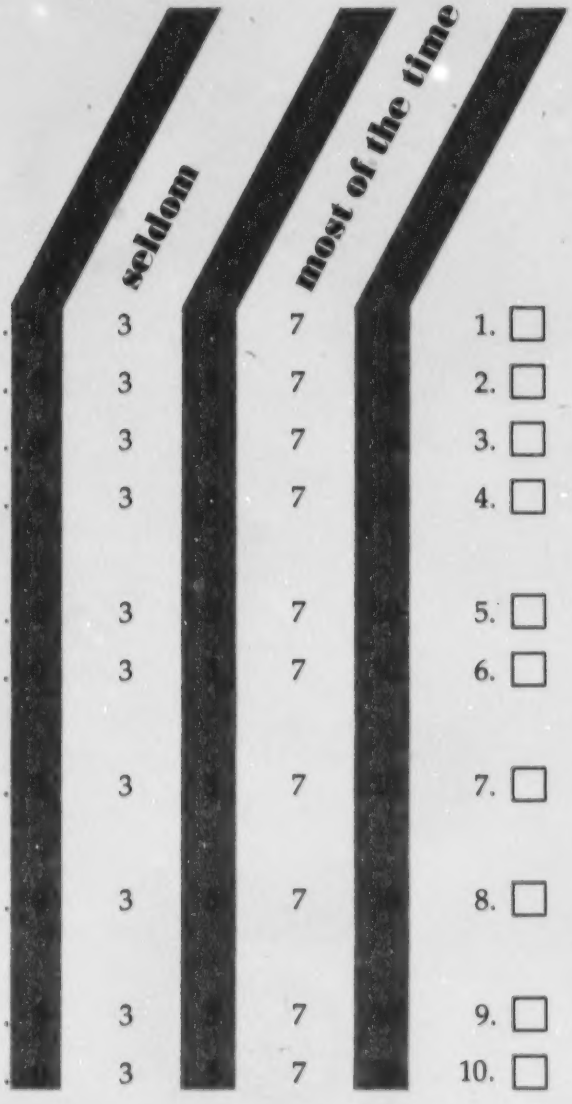
The next few exercises will help you to rate *your* attitude and some related matters.

# Attitude Inventory

## Directions

The list below contains statements that have something to do with your attitude. Read each statement. Decide how often the statement is true about you. Then:

1. Circle the **0** if your answer is **never.** Circle the **3** if your answer is **seldom.** Circle the **5** if your answer is **not sure.** Circle the **7** if your answer is **most of the time.** Circle the **10** if your answer is **always.**
2. Write the number that you circle in the box at the end of the row. For example, if you circle **5** for row **1,** then write **5** in the box. [5] Be sure to do this for every row.
3. Add all the numbers in the boxes and write the total in the last box.

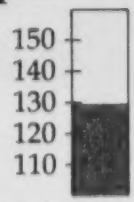



| | | | |
|---|---|---|---|
| 1. I like to work. | 3 | 7 | 1. ☐ |
| 2. I like to be helpful. | 3 | 7 | 2. ☐ |
| 3. I get along with others. | 3 | 7 | 3. ☐ |
| 4. I like to learn new things. | 3 | 7 | 4. ☐ |
| 5. When I can't do something right the first time, I try again. | 3 | 7 | 5. ☐ |
| 6. If I make a mistake I admit it. | 3 | 7 | 6. ☐ |
| 7. When someone shows me my mistakes, I listen and try to correct them. | 3 | 7 | 7. ☐ |
| 8. When I don't know how to do something, I ask for help. | 3 | 7 | 8. ☐ |
| 9. When someone tries to help me, I accept their help and thank them for it. | 3 | 7 | 9. ☐ |
| 10. I try to be on time. | 3 | 7 | 10. ☐ |

| | seldom | | most of the time | |
|---|---|---|---|---|
| 11. I take good care of things that other people let me use | 3 | | 7 | 11. ☐ |
| 12. Once I know what I'm supposed to do, I get busy and do it | 3 | | 7 | 12. ☐ |
| 13. I try to keep my promises and do what I say I'm going to do | 3 | | 7 | 13. ☐ |
| 14. If I have a problem, I try to talk to someone who may be able to help me | 3 | | 7 | 14. ☐ |
| 15. I try to follow rules | 3 | | 7 | 15. ☐ |
| | | | | Total |

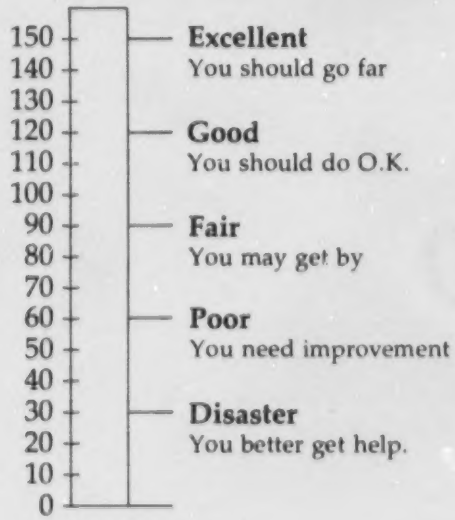
# Complete the Graph

1. Mark the graph to show your total on the attitude inventory.
2. Darken the bar up to that mark. For example, if your total was 123, your bar would look like this.




# Read the Graph

1. According to the graph, how does your attitude rate?
   - ☐ Excellent
   - ☐ Good
   - ☐ Fair
   - ☐ Poor
   - ☐ Disaster
2. With that rating, what are your chances for doing well on a job?
   - ☐ I should go far
   - ☐ I should do O.K.
   - ☐ I may get by
   - ☐ I need improvement
   - ☐ I better get help



# Self-Esteem/Confidence/Personality

You were not born with a good attitude or a poor attitude. Attitudes develop and change. So it may be helpful now to take a closer look at some things that help to shape your attitude.

You should take a look at your *self-esteem*. Self-esteem means the way you feel about yourself.

You should take a look at your *confidence*. Confidence means how sure you are of yourself.

And you should take a look at your *personality*. For our purposes, just take a look at how outgoing you are.

## Directions

There are three short inventories in this exercise. One has statements about self-esteem. One has statements about confidence. And one has statements about personality. Read each of the statements. Decide how often the statement is true about you. Then:

1. Circle the **0** if your answer is **never.**
   Circle the **3** if your answer is **seldom.**
   Circle the **5** if your answer is **not sure.**
   Circle the **7** if your answer is **most of the time.**
   Circle the **10** if your answer is **always.**
2. Write the number that you circle in the box at the end of the row. For example, if you circle **5** for row **1,** then write **5** in the box. [5]
   Be sure to do this for every row.
3. After you finish each section of the inventory, add all the numbers in the boxes and write the total in the bottom box.

## Self-esteem

| | never | seldom | not sure | most of the time | always | |
|---|---|---|---|---|---|---|
| 1. I look nice | 0 | 3 | 5 | 7 | 10 | 1. ☐ |
| 2. People like me | 0 | 3 | 5 | 7 | 10 | 2. ☐ |
| 3. I am helpful | 0 | 3 | 5 | 7 | 10 | 3. ☐ |
| 4. I do good work | 0 | 3 | 5 | 7 | 10 | 4. ☐ |
| 5. My parents are proud of me | 0 | 3 | 5 | 7 | 10 | 5. ☐ |
| 6. People like to have me join their group or be on their team | 0 | 3 | 5 | 7 | 10 | 6. ☐ |
| 7. I do the best I can with what I've got | 0 | 3 | 5 | 7 | 10 | 7. ☐ |
| 8. I am proud to be me | 0 | 3 | 5 | 7 | 10 | 8. ☐ |

Self-esteem total ☐

## Confidence

| | seldom | | most of the time | | |
|---|---|---|---|---|---|
| 1. I look forward to doing new things | 0 | 3 | 5 | 7 | 10 | 1. ☐ |
| 2. I can become good at most things I really want to do | 0 | 3 | 5 | 7 | 10 | 2. ☐ |
| 3. When I want to learn something, I keep on trying until I get it | 0 | 3 | 5 | 7 | 10 | 3. ☐ |
| 4. If I make a mistake, or I am wrong about something, I admit it | 0 | 3 | 5 | 7 | 10 | 4. ☐ |
| 5. If I am afraid to do something, I admit it | 0 | 3 | 5 | 7 | 10 | 5. ☐ |
| 6. If a job is too hard for me to handle by myself, I ask for help | 0 | 3 | 5 | 7 | 10 | 6. ☐ |
| 7. I am willing to listen to other people's ideas, even if they are different than mine | 0 | 3 | 5 | 7 | 10 | 7. ☐ |
| 8. I can take care of myself pretty well | 0 | 3 | 5 | 7 | 10 | 8. ☐ |

Confidence total ☐

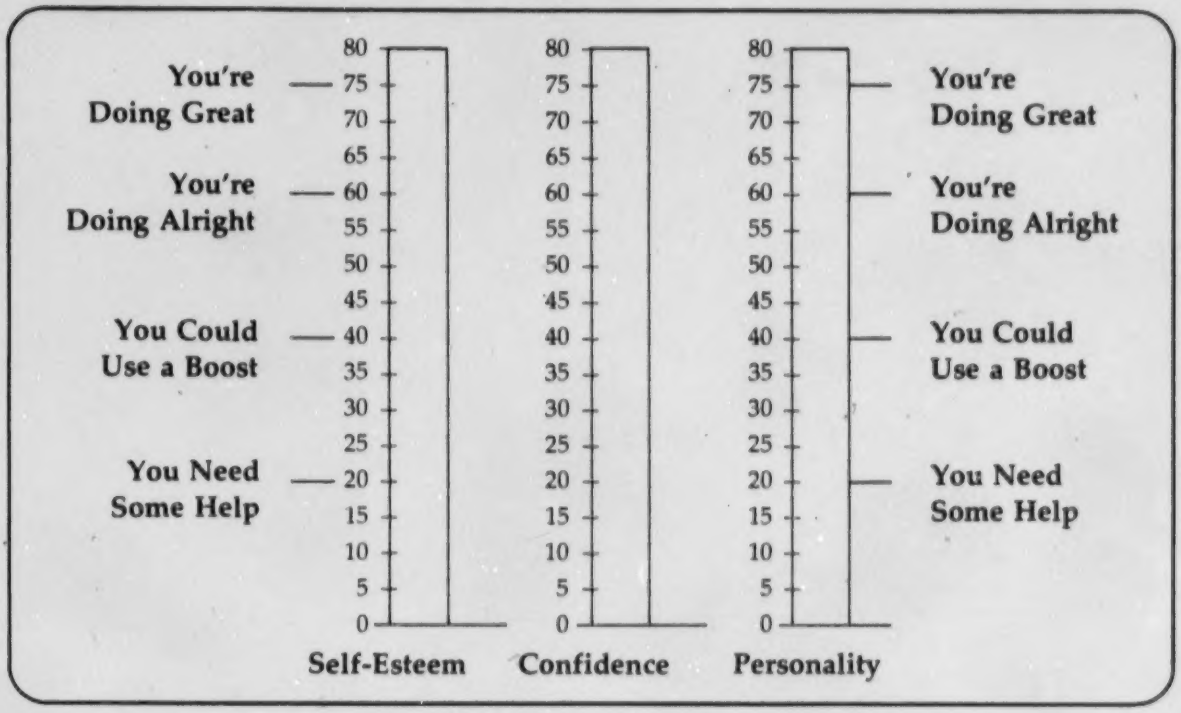
## Personality

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. I am a cheerful person | 0 | 3 | 5 | 7 | 10 | 1. ☐ |
| 2. I am polite | 0 | 3 | 5 | 7 | 10 | 2. ☐ |
| 3. I make friends easily | 0 | 3 | 5 | 7 | 10 | 3. ☐ |
| 4. I am easy to get along with | 0 | 3 | 5 | 7 | 10 | 4. ☐ |
| 5. I like to meet new people | 0 | 3 | 5 | 7 | 10 | 5. ☐ |
| 6. I feel comfortable with most people even if they are different from me | 0 | 3 | 5 | 7 | 10 | 6. ☐ |
| 7. I have a good sense of humor | 0 | 3 | 5 | 7 | 10 | 7. ☐ |
| 8. I can control my temper | 0 | 3 | 5 | 7 | 10 | 8. ☐ |

Personality total ☐

# Complete the Graph

1. Write your totals below.
   Self-esteem _____
   Confidence _____
   Personality _____
2. On each of the bars make a mark to show your total.
3. Darken the bar up to that mark.




# Read the Graph

| | Self-esteem | Confidence | Personality |
|---|---|---|---|
| 1. In which area are you *doing great?* | ☐ | ☐ | ☐ |
| 2. In which area are you *doing alright?* | ☐ | ☐ | ☐ |
| 3. In which area could you *use a boost?* | ☐ | ☐ | ☐ |
| 4. In which area do you *need some help?* | ☐ | ☐ | ☐ |

# Things to Think About and Discuss

1. What do people mean when they say, "She has a nice personality?"
2. Why is it important for students to find out how personal problems may affect their work *before* they go looking for a job?
3. What might a person do to improve his or her self-esteem, confidence, personality, or attitude?
4. Where might a student get help on any of these matters?

# Attitude Rating on the Job

Many employers rate their employees after their first six months on the job, and then once a year after that. Some of the things they rate have to do with attitude. So your attitude can be as important as your ability to do the work. This next exercise will give you an idea of what employers look for.

## Directions

The form on the next page is a supervisor's rating sheet. A supervisor might fill out a form similar to this for each of the workers in his or her charge.

Pretend that you have been working for six months on a job you like. Your boss fills out a rating sheet on you and lets you see it. Fill in the rating sheet on the next page the way you think it might look if you were being rated.

1. Read each statement. Decide how you would probably be rated on that item. Put a check mark under the proper heading—either *Good, Fair,* or *Poor.*
2. At the bottom of the rating sheet, write a short comment that begins like this:
   I think we should *keep* this worker because . . . , or
   I think we should *fire* this worker because . . . .

## Things to Think About and Discuss

(Answer these questions after filling out the form on p. 60).

1. If you did not agree with your boss about your rating, what do you think you might do?
2. How would you feel about rating somebody else on a job?
3. Suppose you were a boss. One of your workers was always on time and friendly. But this worker rated poor or fair on everything else. What would you do to try to help the worker?

# Supervisor's Rating Sheet

## Jackson Manufacturing Company

Employee's Name _____ Date _____

Job Title _____ Department _____

**Supervisors**
Rate the employee on each of the items below. Try to be as fair and as honest as you can. Your rating and comments will affect the employee's future with our company.

| Items to be Rated | Rating Good | Fair | Poor |
|---|---|---|---|
| **Attendance** | | | |
| 1. Is usually present for work | ☐ | ☐ | ☐ |
| 2. Is usually on time for work | ☐ | ☐ | ☐ |
| 3. Lets you know if he or she is going to be absent or late | ☐ | ☐ | ☐ |
| **Work Habits, Attitude, Appearance** | | | |
| 1. Keeps busy | ☐ | ☐ | ☐ |
| 2. Does the work properly | ☐ | ☐ | ☐ |
| 3. Shows an interest in learning more | ☐ | ☐ | ☐ |
| 4. Takes proper care of tools, equipment, supplies | ☐ | ☐ | ☐ |
| 5. Grooming and dress is proper for the job | ☐ | ☐ | ☐ |
| **Dependability** | | | |
| 1. Follows directions carefully | ☐ | ☐ | ☐ |
| 2. Keeps his or her mind on work | ☐ | ☐ | ☐ |
| 3. Completes assigned work on time | ☐ | ☐ | ☐ |
| **Relationships With People** | | | |
| 1. Cooperates and works well with others. | ☐ | ☐ | ☐ |
| 2. Seems confident and sure of himself or herself | ☐ | ☐ | ☐ |
| 3. Is polite at all times | ☐ | ☐ | ☐ |
| 4. Willing to learn from others | ☐ | ☐ | ☐ |

**Comments:** _____

**Supervisor's Signature** _____

**Employee's Signature** _____



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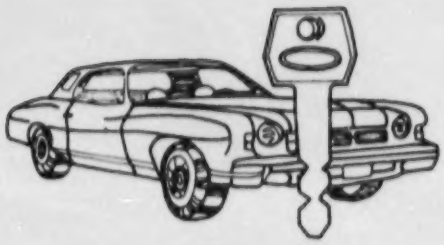
Unit 8

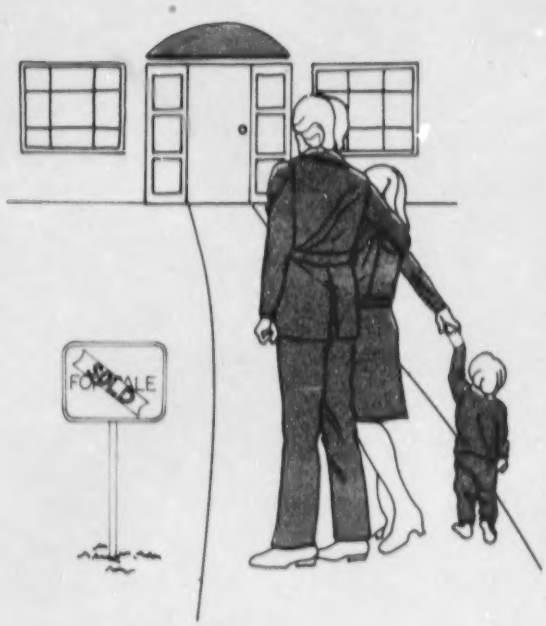
# Goals and Plans



ALL of us have heard of goals. In sports, the team or person that reaches a goal gains points. This means they have reached a certain place. In football, they have crossed a goal line. In track, they have reached the finish line. In basketball, they have placed the ball through a basket.

Peoples' goals in life are somewhat the same. They want to get to a certain place. Or they want to get certain things. They may have many goals.

The three pictures show a few goals that some people may have. If you see any goals that you want to set for yourself, mark that picture with an X. Then decide:




1. How long do you think it will take you to reach that goal?

   _____

2. What will you have to do to reach the goal?

   _____

   _____

Before you can set goals you have to know what you want. The last part of this book will help you to think about what you want.

# Dreams, Wants and Needs

Some times we don't know what we want because we get our **wants** mixed up with our **dreams** and our **needs.** The better we understand the difference between these three things, the better we can set and reach our goals.

Perhaps we can show the difference between dreams, wants, and needs with this example:

Suppose you were going shopping for a shirt to go with a new pair of jeans from your Aunt Irene.

1. Maybe you just *need* a shirt to keep warm. Any flannel shirt for under $5 will do. But,
2. Maybe you *want* something better, something with a little class that will catch peoples' eyes. What you want may be a $20 shirt. Or,
3. Maybe you *dream* of something more—a pure silk shirt made just for you. You dream of a shirt that looks and feels like no other shirt in the world—and probably costs $100!

**Now, do you see the difference?**

## Daydream Awhile

Think of the things you have always dreamed of having. Think of the things you have always dreamed of doing. Have you ever dreamed of . . .?

- owning a jet
- being a rock singer
- living in a beautiful apartment
- being a television or sports star
- having a million dollars
- dating the most beautiful girl or the most handsome man in the world.

Write some of your dreams in the clouds below:

I dream of . . .

Put a star (*) by the ones that may come true—with a little luck and a lot of hard work!

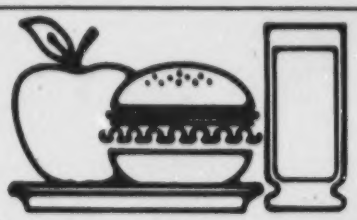
# Your Want May Be Someone Else's Need

If Chico uses his car only for joy rides on Sunday, is his car a want or a need?

If Sabrina has no other way to get to work except by car, is her car a want or a need?

Now suppose Sabrina needs her car to get to work with. Any car that runs should do. But suppose she buys a fast and fancy sports car. Is that car a want, a need, or both?

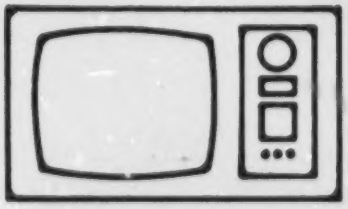
You will have to decide for yourself what you need and what you want. Look over the drawings below. Decide if each item is a need or a want for you. Draw a line from the item to the correct word. For example, to most of us food is a need. But what about an ice cream cone after dinner? Think carefully about each item before you decide.



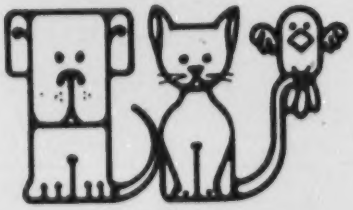
food

ice cream cone

**needs**



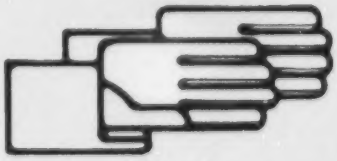
t.v. set



pets

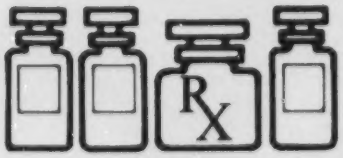
electricity

sports car



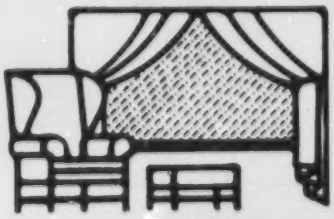
gloves

**wants**




medicine

10 speed bike



place to live

# Sort Out the Important Things

You have been thinking about your dreams, wants, and needs. It is time to think about the most important things in each group. Write your most important needs, wants, and dreams below.

**Needs**—Some things I need to have or to do are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

**Wants**—Some things I want to have or to do are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

**Dreams**—Some things I dream of having or doing someday are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

# Goals Inventory

People who have definite goals are more likely to get what they want out of life than other people. They use all their energy to reach their goals instead of spending it here, there, and everywhere. The next few exercises will help you set some goals.

## Directions

Answer each question by checking a box under **yes, no,** or **not sure.**

## Career

| Do you want to . . .? | yes | no | not sure |
|---|---|---|---|
| 1. get a job | ☐ | ☐ | ☐ |
| 2. learn new work skills | ☐ | ☐ | ☐ |
| 3. work hard to win promotions | ☐ | ☐ | ☐ |
| 4. become well known for the good work you do—or | ☐ | ☐ | ☐ |
| 5. get whatever you can from wherever you can without having to work too hard | ☐ | ☐ | ☐ |

## Material Things

| Do you want to buy . . .? | yes | no | not sure |
|---|---|---|---|
| 1. a car | ☐ | ☐ | ☐ |
| 2. nice clothes | ☐ | ☐ | ☐ |
| 3. a stereo system | ☐ | ☐ | ☐ |
| 4. other costly things—or | ☐ | ☐ | ☐ |
| 5. get by with as little as you absolutely need | ☐ | ☐ | ☐ |

## Travel

| Do you want to . . .? | yes | no | not sure |
|---|---|---|---|
| 1. see new places | ☐ | ☐ | ☐ |
| 2. meet people from other countries | ☐ | ☐ | ☐ |
| 3. try new and different foods | ☐ | ☐ | ☐ |
| 4. learn about ways and customs that are different from yours—or | ☐ | ☐ | ☐ |
| 5. stay home in your own community | ☐ | ☐ | ☐ |

## Family

| Do you want to . . .? | yes | no | not sure |
|---|---|---|---|
| 1. get married | ☐ | ☐ | ☐ |
| 2. raise children | ☐ | ☐ | ☐ |
| 3. save money for a nice home | ☐ | ☐ | ☐ |
| 4. spend most of your free time with your mate and children—or | ☐ | ☐ | ☐ |
| 5. stay single, at least for awhile | ☐ | ☐ | ☐ |

## Education

| Do you want to . . .? | yes | no | not sure |
|---|---|---|---|
| 1. take courses about how to make or do things | ☐ | ☐ | ☐ |
| 2. take courses on ways to improve yourself | ☐ | ☐ | ☐ |
| 3. take courses in languages, history, or other subjects that interest you | ☐ | ☐ | ☐ |
| 4. take singing, acting, dancing or music lessons—or | ☐ | ☐ | ☐ |
| 5. stay away from courses and lessons, at least for awhile | ☐ | ☐ | ☐ |

## Social Life

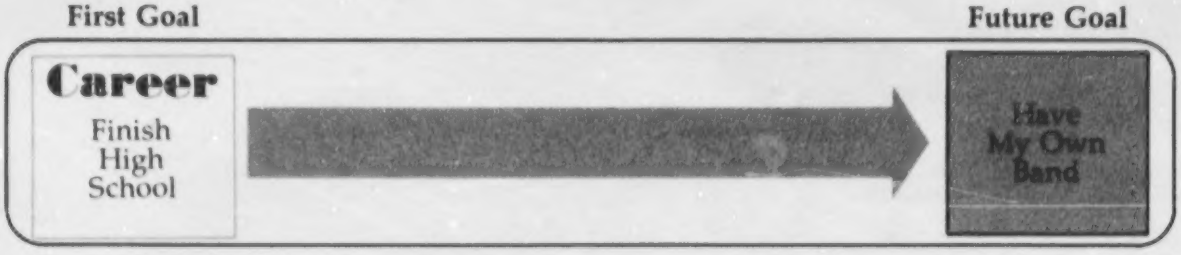
| Do you want to . . .? | yes | no | not sure |
|---|---|---|---|
| 1. have many friends | ☐ | ☐ | ☐ |
| 2. join clubs, teams, or other social groups? | ☐ | ☐ | ☐ |
| 3. go to a lot of parties | ☐ | ☐ | ☐ |
| 4. go with the gang to movies, shows, concerts, dances and similar events—or | ☐ | ☐ | ☐ |
| 5. do your own thing by yourself or with just one or two close friends | ☐ | ☐ | ☐ |

## Good Deeds

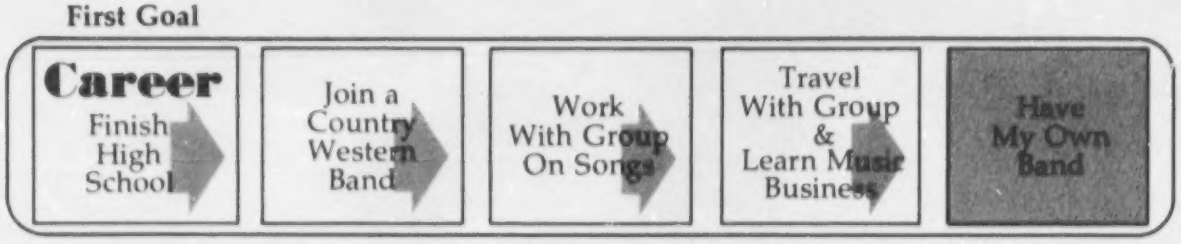
| Do you want to use some of your free time to . . .? | yes | no | not sure |
|---|---|---|---|
| 1. help improve the community where you live | ☐ | ☐ | ☐ |
| 2. help out in hospitals, children's homes, old-age homes, and similar places | ☐ | ☐ | ☐ |
| 3. help raise money for worthwhile groups and people need it | ☐ | ☐ | ☐ |
| 4. take part in the fight for different causes that you believe in—or | ☐ | ☐ | ☐ |
| 5. do things for yourself, your friends, or your family instead of for others | ☐ | ☐ | ☐ |

# Chart Your Future

Making a chart is a helpful way to make plans for the future. A chart shows what you have to do, step by step. Start your chart with a first goal and a future goal.




Then add the steps you would follow in order to reach that future goal.




Here are two other samples:

Bill's Career Plan

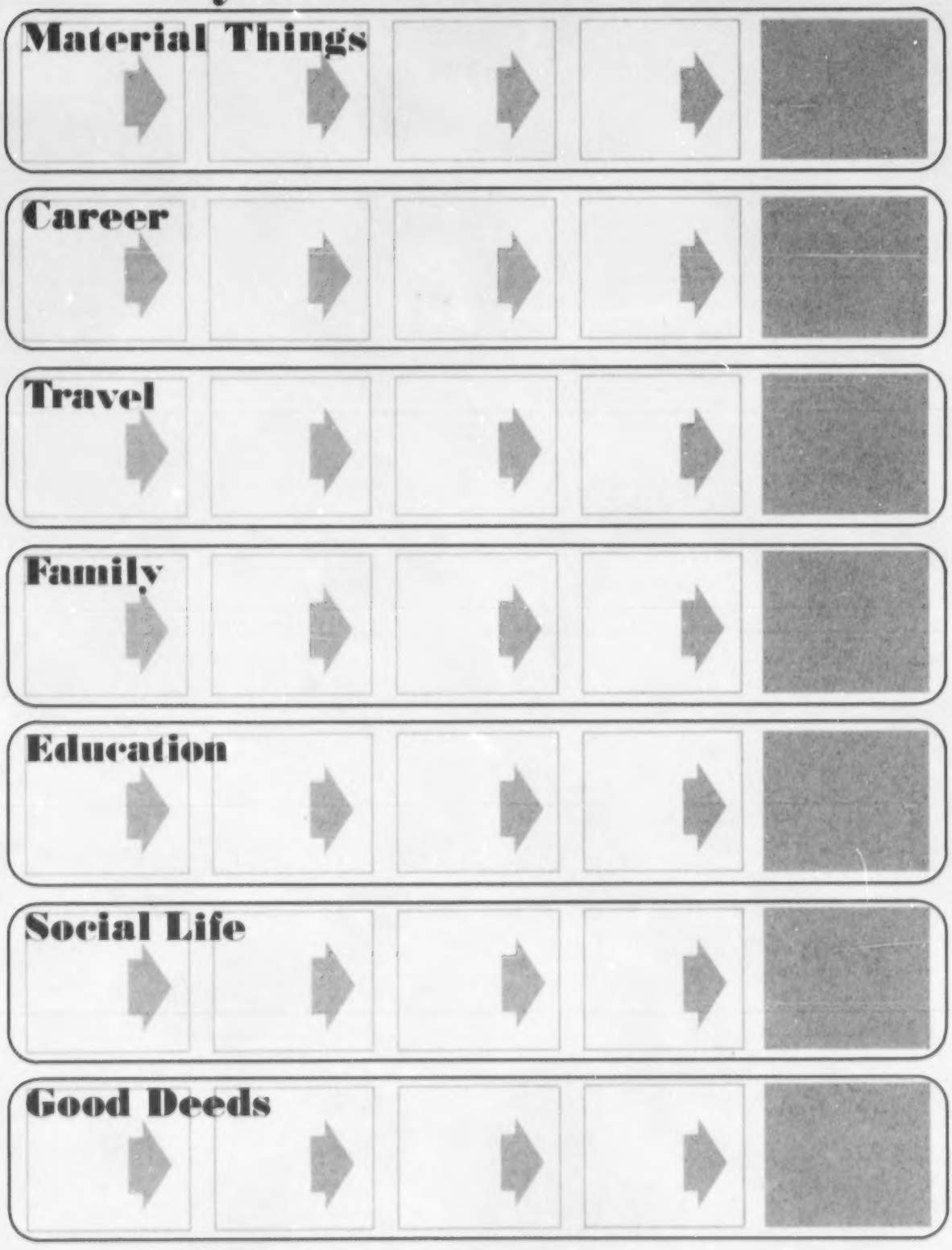
Career
Get a Job Working On Cars
Learn Auto Body Repair At Night School
Work in Auto Body Repair Shop
Save Money
Open My Own Auto Body Repair Shop

Pam's Career Plan

Now start your plans for the future on the next page.

Name _____ Date _____

# My Plans for the Future



# Set Up a Time Schedule

In the last exercise you set up some goals for the future. It is important to have a time schedule for those goals. A time schedule gives you something to aim for. And it reminds you of how far along you have come.

Many people do not give themselves enough time to reach their goals. They may meet many problems that they did not count on. They fall behind and soon give up. Here is an example.

Karen works as a helper in a flower shop. Her goal is to save $500 in order to buy a used car. Each week she takes home $100 in pay. Her expenses have been around $90 a week. Karen's plan was to save $10 a week for a year. But she ran into some problems:

1. She missed work for one week because of a cold.
2. She bought some new clothes to wear at work.
3. She helped her family pay to fix their roof.
4. She went to a weekend rock festival.

Take a close look at Karen's goal and her problems:

1. What do you think of Karen's goal to save $500?

2. Was Karen's time schedule suitable in terms of how much money she made and what her expenses were? What changes, if any, would you make?

You need not make Karen's mistake. Think carefully about each of your goals. Decide how long each may take. Add a little extra time for problems that may crop up along the way. Show what you hope to have or to do one year from now, two years from now, and three years from now.

## Things to Think About and Discuss

1. Why is it important to write down your goals?
2. Is it easier to work first on dreams, wants or needs? Why?
3. Why is it important to have dreams?
4. Why do many people fail to reach their goals?
5. How do you know which goals to start on first?

# My Goal Schedule

| | One Year | Two Years | Three Years |
|---|---|---|---|
| **Career** | | | |
| **Material Things** | | | |
| **Travel** | | | |
| **Family** | | | |
| **Education** | | | |
| **Social Life** | | | |
| **Good Deeds** | | | |

# Take a Long Look Ahead

The last exercise needed some careful thought and planning. You now have a schedule of goals that you can probably reach in one year, two years, and three years. You can also plan long range goals. These are goals that will take more than three years to reach.

The next exercise lets you do some dreaming and guessing about the future. What will you be doing at age 21? Age 25? Age 30? and so on. Write one or more things for each age. For example:

| age | goal |
|---|---|
| 21 | Get married. Take a trip to Hawaii. |
| 25 | Start a family. Move out to a farm. |

Now write your long range goals.

| age | goal |
|---|---|
| 21 | |
| 25 | |
| 30 | |
| 45 | |
| 55 | |
| 65 | |
| 75 | |

# Make a Summary Sheet

By now you should have a pretty good idea of what you want to do with your life when you finish high school. This next exercise will help you to review what you have learned about yourself.

Under each of the headings on this page fill in the most important things that you have learned about yourself. You may find it helpful to go back to the units of the book that relate to that information. Use the Table of Contents at the beginning of the book to find the units you want.

## What I Have Learned About Myself

### 1. Kinds of Work I Might Like (Units 1 and 6)

### 2. Some Jobs That I Might Like (Units 1 and 6)

### 3. Some Kinds of Work I Have Already Done (Unit 2)

### 4. Some Working Conditions That I Prefer (Unit 3)

*Continued on next page*

## 5. Some Values That Are Important To Me (Unit 4)

## 6. How Much I Expect To Earn (Unit 5)

$ per hour $ per week $ first year

## 7. How Much I Think My Expenses May Be (Unit 5)

$ per week $ per month $ first year

## 8. My Strengths and Weaknesses (Unit 7)

(Attitude, Self-esteem, Confidence, Personality)

## 9. How I Plan To Overcome My Weaknesses

## 10. My Major Goals for the Future (Unit 8)

# Janus Job Guide

This guide describes more than 60 different jobs that may be open to young men and women when they leave high school. The jobs are grouped by the kind of work they call for.

The guide contains eight different groups of jobs. They are:

| | |
|---|---|
| Caring/Helping | Mechanical/Repairing |
| Clerical | Physical |
| Creative | Sales |
| Driving/Operating | Service |

The groups of jobs are listed in alphabetical order. So to use the guide, look for the groups that interest you. Then read the job descriptions in those groups.

Some groups contain more job descriptions than others. This is because there may be more jobs open for some kinds of work than for others. For example, there are many more openings in clerical and service work than in creative work.

## Caring and Helping

### Dentist's Assistant
### Doctor's Assistant

**Duties**
Help dentists or doctors as they examine and treat patients. Sterilize and clean instruments, take X-rays, arrange and confirm appointments, receive payments, keep records.

**Working Conditions**
Work in offices of dentists and doctors. Usually clean, pleasant, attractive places to work. Some assistants work in hospitals and clinics. May work under pressure at times.

**Qualifications**
High school education plus on-the-job training. Some junior colleges and vocational schools offer 1-2 year training programs. Must be accurate, dependable, thorough and able to get along well with all kinds of people.

### Library Assistant

**Duties**
Help people to find information. Organize books, pamphlets, magazines, and other materials for people to use. Check out books and other materials. Work under close supervision of librarian.

**Working Conditions**
Work in public, school, or college libraries. Some businesses also have libraries. Quiet places to work. Some contact with the public. May have to work weekends and evenings.

**Qualifications**
High school graduation preferred. Training may be on the job. Typing is sometimes required. Some junior colleges offer training programs in library technology.

### Medical Laboratory Assistant

**Duties**
Work under close supervision of laboratory technicians. Clean and sterilize lab equipment, prepare solutions, keep records, and help with routine tests.

**Working Conditions**
Work in laboratories of hospitals and clinics which are usually clean and well lighted. Some unpleasant odors. Work involves use of some fragile glassware. May have to work evenings or weekends.

**Qualifications**
High school diploma with courses in science and math desired. Some hospitals offer one-year training programs and others train on the job. Must be good at following instructions.

### Nursing Aide
### Orderly

**Duties**
Help nurses care for sick people. Deliver messages, serve meals, feed patients, make beds, bathe and dress patients. May give massages, take temperatures, and help patients get in and out of bed.

# Janus Job Guide
## Caring and Helping (Continued)

**Working Conditions**
Most work in hospitals. Some work in nursing homes. May have to work nights and weekends. Meals and uniforms sometimes provided free or at low cost. Some tasks may be unpleasant.

**Qualifications**
High school diploma preferred. On-the-job training offered by most hospitals. Some schools offer training programs that combine on-the-job work with school work. Should be a good team worker and have a strong desire to help people.

### Social Service Aide

**Duties**
Help counselors and social workers in social service agencies. Explain services, help people fill out forms, visit homes, check on birth certificates and other records. Do routine paper work.

**Working Conditions**
Over half of the social service aides in the U.S. work for government agencies. Some work in neighborhood centers. Often involves working with poor and sick people.

**Qualifications**
Some high school education, but graduation not required. Must get along well with people. Must be polite and interested in helping others.

### Teaching Aide

**Duties**
Help teachers in the classroom or on the playground. Hand out paper, pencils, scissors, crayons, etc. Plan activities, supervise children, correct papers, keep records, and teach small groups of children under teacher's supervision.

**Working Conditions**
Work in public and private schools. Sometimes in the classrooms and sometimes in the office. Mostly with groups of children.

**Qualifications**
High school graduation desired but not always needed. Should be good with children.

## Clerical

### Bank Clerk

**Duties**
Sort checks, add columns of numbers, make entries in records, prepare monthly statements. May use adding machine, calculator, bookkeeping machine and typewriter.

**Working Conditions**
Work in office section of banks which are usually clean and well lighted. Mostly same tasks every day.

**Qualifications**
High school graduation preferred with courses in typing, bookkeeping, business arithmetic and business machine operation desirable. Should be fast and accurate in detailed work.

### Bank Teller

**Duties**
Handle deposits and withdrawals, cash checks, count money, balance accounts, keep records. May use adding machines and change-making machines.

**Working Conditions**
Work on main floor of banks. Deal with the public. A lot of detailed work. Once trained, tellers are on their own, but their records are closely checked.

**Qualifications**
High school graduation preferred. Previous clerical experience desirable. Must be neat and courteous. Must be bondable (no arrests).

### Cashier

**Duties**
Take payments, make change, fill out charge forms, give receipts. May take reservations and type menus if working in a restaurant. May bag purchases, mark prices, or stock shelves if working in a supermarket.

**Working Conditions**
May work in a store, supermarket, theater, restaurant, hotel, or hospital. Usually work in small booth or behind a

counter. Sometimes exposed to cold drafts. Often work weekends, holidays, and evenings. Good opportunities for part-time work.

**Qualifications**
High school graduation preferred. Helpful to have courses in business arithmetic, bookkeeping, typing. Need nimble fingers to work register keys quickly. Should be able to get along well with people.

## Computer Operator

**Duties**
Prepare information to be fed into computer. *Keypunch operators* use machines similar to a typewriter. The machines punch holes in cards. The cards are used when needed. *Data typists* use machines that can feed information directly to a computer, or store the information on cards, tapes, or disks.

**Working Conditions**
Operators may work for businesses, banks, government agencies, school systems, or large hospitals. They usually work in air-conditioned rooms. Some operators work at night.

**Qualifications**
High school graduation with some computer training is preferred. Operators should be able to concentrate closely on their work. They should enjoy working with details. Must have nimble fingers and should have some mechanical ability.

## File Clerk

**Duties**
File letters and other documents by number, letter, or subject. Locate files for use by others. Keep track of borrowed files. May be in charge of microfilm files.

**Working Conditions**
Usually work in large offices of banks, business firms, government agencies, school systems and other organizations with records to keep. Work under close supervision.

**Qualifications**
High school graduation preferred. Helpful to know typing and office practices. Should read accurately and rapidly, spell well, and like detailed work. Should be good team worker.

## Office Machine Operator

**Duties**
Bill customers, computing payrolls and invoices, keep records. May use adding and calculating machines, billing machines, or bookkeeping machines. *Duplicating machine operators* make copies of bills, letters, memos, invoices, and other business documents.

**Working Conditions**
Same as for other office jobs. In large offices where many machines are working at once, conditions may be noisy. Tasks are usually similar from day to day.

**Qualifications**
High school graduation or business school training preferred. Should already know how to type and use adding machines and calculators. Helpful to know business arithmetic. Should have nimble fingers and good vision.

## Postal Clerk

**Duties**
Sort mail into groups of letters, packages, magazines, newspapers. Cancel stamps. Sort mail by ZIP code. *Window clerks* sell stamps and provide other postal services.

**Working Conditions**
U.S. Post Offices range in size from tiny buildings where one or two clerks do everything to huge city buildings where hundreds of people work. Clerks may have to lift heavy sacks of mail. They may have to stand a lot. Large post offices usually have shift work.

**Qualifications**
Must be at least 18-years-old and able to pass a four-part written test. A good memory and the ability to read rapidly and accurately are important. *Window clerks* should enjoy contact with customers.

## Receptionist

**Duties**
Greet customers and other visitors. Find out what they need.

# Janus Job Guide
## Clerical (Continued)

Direct them to person who can help them. May arrange appointments and keep record of callers. When not busy, *receptionists* are often asked to type, file, operate the switchboard, or do other office tasks.

**Working Conditions**
May work in offices of doctors, dentists, lawyers, and other professional people; and in insurance companies, business firms, banks, and hospitals. Large beauty shops also hire receptionsts. There are often opportunities for part-time work.

**Qualifications**
High school graduation preferred. Courses in English, spelling, typing, bookkeeping, and business practices are helpful. Should like people and want to help them. Should be neat, have a pleasant voice, and be cheerful.

### Stock Clerk

**Duties**
Receive and unpack incoming goods. Check goods for quality and quantity. Report damaged or spoiled goods. Organize and mark items so they may be found easily. Store goods and keep records. May label, pack, crate, and address goods for shipment.

**Working Conditions**
May work in stock rooms of factories, business firms, stores, airlines, government agencies, or hospitals. Clerks handling perishable foods may spend some time in cold storage rooms. Work involves a lot of standing, bending, lifting, and sometimes climbing.

**Qualifications**
High school graduation preferred. Some employers look for reading and writing skills, some math, and some typing and filing skill. Good health and eyesight are important.

### Typist

**Duties**
Make neat, typed copies of handwritten, printed, and recorded words. May type headings on form letters, address envelopes, type special forms and documents. Often do other office tasks such as answer telephones, file, and run copy machines.

**Working Conditions**
Same as for other office workers. Some typists are shifted from department to department as they are needed. Others work in special typing centers, using new high-speed equipment. The noise level is quite high in these typing centers.

**Qualifications**
High school graduation preferred. Beginning typists are expected to type at least 40-50 words a minute. Good spelling, punctuation, and grammar are important. Neatness, accuracy, and the ability to concentrate in noisy places are very helpful.

### Secretary

**Duties**
Duties may vary from one place to another. May answer telephones, type, take shorthand, make appointments, answer letters, file letters and other documents, do research, and write reports.

**Working Conditions**
Same as for other office workers. Some secretaries may have very pleasant surroundings if they work for a company executive or a professional person. Their work often differs from day to day.

**Qualifications**
High school graduation preferred. Many employers want secretaries who have some training at a college or business school. They look for people who have good typing skills, poise, alertness, and a pleasant personality. Secretaries and stenographers should have good hearing, spelling, punctuation, grammar, and vocabulary.

### Shipping and Receiving Clerk

**Duties**
Check contents of orders going out and coming in. Pack and wrap merchandise. Address and weigh packages and put on proper postage. Keep records of all shipments sent and received.

**Working Conditions**
Most shipping and receiving clerks work for factories, wholesale firms, or retail stores. They work in warehouses or large shipping rooms. They sometimes work outside on loading platforms. Work areas may be cold, drafty, and littered with packing materials.

**Qualifications**
High school graduation preferred. Business arithmetic, typing, and other business subjects are helpful. Should have clear handwriting. Must be dependable and able to work under close supervision.

# Creative

### Commercial Artist

**Duties**
Create artwork for newspapers, magazines, catalogs, billboards, and television commercials. A team of artists may work together to make illustrations, photographs, lettering, and all other artwork.

**Working Conditions**
Most work in advertising agencies as staff artists. Studio conditions vary but most are pleasant places. Sometimes must work under pressure to meet advertising deadlines.

**Qualifications**
High school graduation plus art school. Art talent is needed to succeed in commercial art. Also the ability to come up with good ideas for illustrations.

### Display Worker

**Duties**
Set up displays of merchandise in store windows to attract customers. Build props, arrange lighting, make signs, dress mannequins, and other details.

**Working Conditions**
Work in department stores, clothing and home-furnishing stores and other types of shops. Physical work is needed to set up displays.

**Qualifications**
High school graduation with some art and woodworking courses. Creative ability, manual dexterity, and mechanical skill needed. Most learn on the job.

### Musician

**Duties**
Play musical instruments in symphony orchestras, dance bands, rock groups, or perform alone. Some musicians specialize on one instrument and or one type of music.

**Working Conditions**
Perform in theaters, restaurants and clubs, churches, or wherever music is to be played. Night hours and travel is often required. Many work part-time in other jobs.

**Qualification**
Musical talent and much training needed. Many musicians have college education. Should be able to do some other kind of work also, because jobs are scarce.

# Driving and Operating

### Boiler Tender

**Duties**
Operate and maintain boilers, diesel engines, turbines, generators, pumps and compressors in factories and other buildings. Make sure equipment is safe and working well.

**Working Conditions**
Work in engine rooms, powerplants, or boiler rooms. Usually clean and well-lighted. Sometimes hot, dusty, dirty and greasy. May have fumes or smoke.

**Qualifications**
High School graduation and on-the-job training for 3 years. Some high school or vocational training courses in chemistry, physics, electricity and math is helpful.

### Bus Driver

**Duties**
Drive buses which take passengers from town to town or to places in the same town. May load or supervise loading of luggage and freight. Inspect

# Janus Job Guide
## Driving and Operating (Continued)

bus for safety. Collect tickets, make reports, issue transfers, and collect money.

**Working Conditions**
Working time is spent driving on the highway or streets. Long distance drivers spend some evenings away from home.

**Qualifications**
Must have good hearing and vision. High school and at least 24 years of age preferred. Commercial driving permit required.

### Construction Equipment Driver

**Duties**
Drive tractors, bulldozers, cranes, trenching machines and other types of construction machinery. Some require much skill to operate.

**Working Conditions**
Work at building sites or road and dam construction sites. Work outdoors. May have less work in cold months. Physically tiring work.

**Qualifications**
High school graduation preferred plus apprenticeship program of 3 years recommended.

### Foundry Worker

**Duties**
Make metal castings. Pour melted metal into molds to make parts of machines. Some workers make the molds. Some run machines. Some take care of the furnaces.

**Working Conditions**
Work in small foundries mostly. (Large foundries do most of the work by machines.) There is a need for both skilled and unskilled workers.

**Qualifications**
Most workers start in unskilled jobs as laborers or helpers. Through apprenticeship programs and on-the-job training they can become skilled workers.

### Machine Tool Operators

**Duties**
Shape metal parts by machine. May run one kind of machine or many kinds, depending on amount of skill and experience. May adjust speed, feed, and other controls, and select proper cutting tools.

**Working Conditions**
Work in factories. Most are neat and well lighted, but noisy. The work may be dirty. There is some danger from sharp edges of metal and from high speed machinery. Safety equipment is required on some jobs.

**Qualifications**
There are apprenticeship programs to train machinists, but many workers learn on the job. They usually learn to run one kind of machine only. The work requires accuracy, mechanical skills, and physical strength.

### Production Painters

**Duties**
Use spraygun to paint wood or metal products. Sometimes use a brush, dipping tank, or other machinery to paint. Mix paints, clean sprayguns, adjust equipment.

**Working Conditions**
Work in factories on a production line. Spray paint on finished products.

**Qualifications**
High School not required. Need to have a steady hand, good eyesight, and ability to stand for long periods.

### Truck Driver

**Duties**
Drive trucks carrying goods from place to place. Some drivers unload trucks but most do not.

**Working Conditions**
Work time is spent on the road. Some drive local runs and some long distance runs. Long distance drivers may have to be away from home and may have to drive at night.

**Qualifications**
High school education preferred. Driving skill and a chauffeur's license needed. Good vision and hearing important. Some firms do not hire people under 25 years of age.

### Welder

**Duties**
Join metal parts together by using either high heat or great pressure.

**Working Conditions**
Work in factories. Usually good lighting and ventilation but may be some fumes. Contact with rust, grease, paint and other substances. Must use safety goggles and other protective clothing.

**Qualifications**
High school or vocational training in welding. Math, mechanical drawing, and blueprint reading helpful. Some types of welding jobs can be learned very quickly. Others take a long time to learn.

## Mechanical/ Repairing

### Air-Conditioning Mechanic

**Duties**
Install air conditioning units and heating units. Repair units that are out of order.

**Working Conditions**
Work in homes, schools, stores, factories, and other places that use air-conditioning and heating. May have to work at great heights and in cramped positions.

**Qualifications**
High school graduation preferred. Mechanical aptitude and interest in electricity helpful. Most learn by working with experienced mechanics.

### Aircraft Mechanic

**Duties**
Keep airplanes in good flying shape. Inspect for damage and wear. Make repairs. Replace worn and broken parts.

**Working Conditions**
Most work is done inside hangars, but sometimes work is done outdoors. Work on large planes can be quite high up. Sometimes have to work in cramped spaces. Area may be very noisy.

**Qualifications**
Airlines prefer high school grads for their training programs. These programs last from 3-4 years. Experience in auto repairs or other mechanical work is helpful. Also, courses in math, physics, chemistry, and machine shop are helpful.

### Appliance Repairer

**Duties**
Repair large and small appliances such as washers, dryers, TV sets, toasters, and blenders. Change worn and broken parts. Maintain equipment.

**Working Conditions**
Work may be in people's home or in a repair shop. Repair shops are usually well lighted and well ventilated. Workers who make calls are on their own most of the time.

**Qualifications**
Usually hired as helpers and learn on the job. Understanding of wiring diagrams helpful. School or correspondence courses in electricity and electronics also helpful.

### Auto Body Repairer

**Duties**
Remove dents from autos and trucks that are damaged in accidents. Get damaged areas ready for painter. Fix bent frames and replace badly damaged body parts.

**Working Conditions**
Shops are usually well-lighted and well ventilated. But noise, dirt, and dust is part of the job. Must often work in cramped positions. A lot of variety since no two repair jobs are exactly alike.

**Qualifications**
Most auto body repairers start out as helpers and learn the needed skills on the job. Good health, strength, and good eye-hand coordination are necessary. Courses in auto mechanics and auto body repair are helpful.

# Janus Job Guide
## Mechanical/Repairing (Continued)

### Auto Mechanic

**Duties**
Keep engines in good running order. Make adjustments, and repairs. Replace worn parts. Diagnose troubles. May work on other parts of vehicles such as transmission, mufflers, and radiators.

**Working Conditions**
Most auto mechanics work in gas stations or small shops. Motorcycle mechanics also work in small shops. Most bus and truck mechanics work in large garages. Many mechanics have to supply their own tools.

**Qualifications**
High school graduation is preferred by many employers, but not always necessary. Mechanical ability is very important. Most mechanics learn on the job, but formal apprenticeship programs are best for becoming an all around mechanic.

### Bowling-pin-machine Mechanic

**Duties**
Maintain and repair machines that set up pins in a bowling alley. Much time is spent in preventing breakdowns which would annoy customers. Clean, oil and adjust parts.

**Working Conditions**
Work in bowling centers to keep equipment running. Some work as installers of new machines. Should be able to work under pressure and work fast.

**Qualifications**
High school graduation desired but not a must. Some are sent to schools run by bowling machine manufacturers.

### Business Machine Repairer

**Duties**
Service typewriters, adding machines, dictaphones, and other office equipment to keep in good working order. Repair equipment that is not working. Clean and oil machines.

**Working Conditions**
Most work for firms that sell and service business machinery. Much of the work is done on location in business offices and stores. Work conditions usually pleasant.

**Qualifications**
High school preferred. Special training in vocational schools or on the job. Some factory training offered. Mechanical aptitude and pleasant personality desired.

### Electric Sign Repairer

**Duties**
Maintain and repair neon and illuminated plastic signs. Assemble and install signs. Diagnose trouble when signs don't light up. Replace defective parts.

**Working Conditions**
Most signs are outdoors. Must work in all kinds of weather and all hours of the day or night. Danger of falling from high places and getting electric shocks. Safety belts and special equipment used to protect workers.

**Qualifications**
High school or vocational school desired but not required. Some science, electric, and math background is helpful.

### Jeweler Watch Repairer

**Duties**
Make rings, pins, necklaces and other kinds of jewelry. Repair jewelry that is worn out or damaged. Repair watches.

**Working Conditions**
Many jewelers own their own shops where they make, repair, and sell jewelry. Others work in jewelry stores, repair shops, and factories.

**Qualifications**
High school education is desired. Courses in chemistry, art, and mechanical drawing are helpful for jewelry work. Must have good finger and hand coordination and patience.

### Locksmith

**Duties**
Help people who have locked themselves out of homes, cars,

or businesses. Install locks, make keys, change locking mechanisms. Some install and repair electronic burgler systems.

**Working Conditions**
Work in locksmith shops. Many locksmiths own their own shops. Some work for businesses and some for governmental agencies.

**Qualifications**
High school graduation preferred but some people are hired with less education. On-the-job training taught by experienced locksmiths. Mechanical aptitude, good eye-hand coordination desired.

### Piano and Organ Tuner

**Duties**
Makes necessary adjustments and repairs on pianos and organs to keep them playing in tune. Adjust strings.

**Working Conditions**
Make repairs in homes, auditoriums, churches, schools, clubs, and wherever pianos and organs are fund. Most tuners work for repair shops and many own their own business.

**Qualifications**
High school graduation preferred with music courses. Usually learn on the job. Takes 3-4 years. Good hearing, mechanical aptitude, and manual dexterity needed. Neat, pleasant, manner desired. Electronic training for those servicing electronic organs.

### Shoe Repairer

**Duties**
Replace worn out heels and soles on shoes or boots. Some rebuild the whole shoe and some custom make shoes for people with problem feet.

**Working Conditions**
Most work in self-owned shops, usually small one-man operations. Some work in larger repair shops. Work conditions vary from small, noisy, crowded shops to large well lighted and modern shops. Odors from leather and dye.

**Qualifications**
Most start as helpers and learn this trade on the job. Some go to vocational schools. Must be good with hands.

### Television and Radio Service Technician

**Duties**
Change tubes or repair electrical circuits on TV sets and radios that are not working. Make adjustments to get best possible reception.

**Working Conditions**
Do repairs in customers' homes for small problems. Bring into repair shop if work requires electronic testing equipment. Working conditions usually pleasant.

**Qualifications**
High school graduation plus electronics training through trade schools or correspondence study. Some physical strength for lifting heavy items. Need to climb on roofs to install and adjust antennas.

### Vending Machine Mechanic

**Duties**
Keep machines adjusted so that they will give the customer what they pay for. Make sure that machine only delivers when correct coins are given. Check to see that machine gives correct change. Assemble and install new machines.

**Working Conditions**
Most work for vending service companies. Some for beverage companies. Repair shops are generally quiet and well-lighted. Repairs may have to be done in cramped spaces when done where machine is used.

**Qualifications**
High school diploma not required, but mechanical ability needed. Begin as helper. Those who show promise are picked to train on the job. Always have to keep up with new equipment. Ability to deal with people is often helpful.

## Physical

### Carpenter

**Duties**
Put up wood frames of homes and buildings. Build stairs, lay

# Janus Job Guide
## Physical (Continued)

hardwood floors, install windows, doors, paneling, cabinets, and other construction work with wood.

**Working Conditions**
Work on building sites for new construction or in factories, hotels, and large office buildings to do repair and maintenance work. Some specialize in one type of carpentry.

**Qualifications**
High school education plus a 4-year apprenticeship program. Manual dexterity, good physical health, math ability and ability to work with others are helpful.

### Electrician

**Duties**
Install electrical systems for heating, lighting power, air conditioning and refrigeration. Install wires and electrical parts in buildings of all types.

**Working Conditions**
Work for electrical contractors. Much of the work is done indoors. Must climb ladders and work in high places. Great physical strength not required but must work in cramped spaces.

**Qualifications**
Must go through a 4-year apprenticeship program after high school. License is required in most cities to be sure electricians know building codes and electricity.

### Farm or Ranch Hand

**Duties**
Pick fruits, weed crops, harvest crops, sort and bag, operate equipment, feed animals, prepare fields, and a variety of other farm jobs.

**Working Conditions**
Work on farms and ranches. Outdoor work in hot and cold weather. Some seasonal jobs only. Large modern farms have a lot of machinery to make work easier.

**Qualifications**
No educational requirements. Must be able to do heavy labor. Special on-the-job training needed for some technical work on modern farms.

### Floor Covering Installer

**Duties**
Install, replace, and repair floor coverings. Floors may be of wood, concrete, or other materials over which tile, linoleum, vinyl sheets, or carpeting is placed.

**Working Conditions**
Work in homes or businesses. Most work is done indoors. Requires lifting heavy materials and kneeling for long periods.

**Qualifications**
High school preferred but not required. On-the-job training provided. Should be neat and pleasant. Usually have contact with customers.

### Forestry Aide

**Duties**
Help foresters care for forest lands. Inspect trees for disease, help prevent forest fires, work on research projects, enforce rules to protect forests. May also build roads, survey land, and keep records.

**Working Conditions**
Work in forests owned by private firms or government. Some are seasonal workers only.

**Qualifications**
One or two years of special training after high school or work experience required. People with more training get more responsible jobs. Must like outdoors and be physically fit.

### Furniture Upholsterer

**Duties**
Cover chairs, sofas, and other furniture with fabric, leather, plastic, or other coverings. Repair or replace springs or other worn or damaged parts on furniture.

**Working Conditions**
Work in small upholstery shops or in factories where furniture is built. Sometimes work is done at customer's home or place of business.

**Qualifications**
On-the-job training given. Takes 3 to 4 years to become skilled upholsterer.

### Landscape Worker

**Duties**
Make landscape plans, prepare soil, select trees and plants, place plants in the ground. Mow lawns, water plants, trim shrubs and trees, and other work to keep yards, parks, and areas around buildings attractive.

**Working Conditions**
Work around homes, public parks, public and private buildings, amusement areas, and almost anyplace where plants are grown.

**Qualifications**
Landscape architects need college degrees but other landscape workers need high school or less. Should like outdoors and plant life. Artistic skill is helpful too.

### Miner

**Duties**
Dig or drill into the ground to find minerals. Operate digging equipment, make tunnels and mineshafts.

**Working Conditions**
Work in mines underground. May be dark, damp, noisy, and cold. Uncomfortable work positions. Some danger from breathing in dust and other hazards.

**Qualifications**
High school not required for many jobs. Good physical condition necessary for hard work.

### Plumber Pipefitter

**Duties**
Install pipe systems that carry water, steam, air, or other liquids or gases. Repair clogged or leaking pipes, sinks, and drains.

**Working Conditions**
Work for plumbing contractors. Most work is done at the site. Danger of cuts, burns and falls from ladders.

**Qualifications**
High school plus 5 years apprenticeship is recommended. Good physical condition needed.

### Roofer

**Duties**
Put roofing materials such as tile and shingles, on roofs of buildings. Waterproof walls of buildings and dampproof masonry and concrete walls. Repair leaking roofs.

**Working Conditions**
Work on top of houses and other buildings. Hot during summer months. Must make repairs in all types of weather. Work in high places. Strenuous work.

**Qualifications**
High school desirable. Apprenticeship programs of 3 years recommended. Good physical condition and good sense of balance are needed.

### Sheet Metal Worker

**Duties**
Install ducts for ventilating, air-conditioning, and heating systems. Make ducts to fit the job when ready-made ducts are not suitable.

**Working Conditions**
Work on building sites indoors and outdoors. Some work in shops making ducts or laying out jobs. Some risk of cuts and burns from materials and tools.

**Qualifications**
High school education required followed by 4-year apprenticeship. Good physical condition and mechanical aptitude needed.

## Sales

### Auto Parts Counter Worker

**Duties**
Give customers correct repair parts. May help customer to determine what he needs to fix the problem. Order parts that are not in stock. Determine price of parts and collect payment.

# Janus Job Guide
## Sales (Continued)

**Working Conditions**
Work in auto parts stores or in car dealer service departments. Large trucking companies and buslines have parts workers to maintain stockrooms for their fleet repairs.

**Qualifications**
High school graduation preferred. Practical experience in mechanic work helpful. Should be neat, friendly, and able to deal with the public. Training on the job.

### Auto Salesperson

**Duties**
Demonstrate features of the autos being sold. Arrange for test drive of auto. Work out payment plan and arrange loan for customer. Make sales for the company. May sell only new cars or only used cars, but some sell both.

**Working Conditions**
Work in automobile dealer showrooms in pleasant surroundings. May get free use of a demonstrator. Must work evenings and week-ends when customers are out shopping.

**Qualifications**
High school diploma required. Previous training in sales work helpful. Training programs by sales managers and experienced salesmen. Must be well groomed, tactful, and able to talk with people.

### Gas Station Attendant

**Duties**
Pump gasoline or diesel fuel into autos and trucks. Clean auto windows. May do lubrication jobs and oil changes. Keep restrooms clean. Repair flat tires and other minor repair jobs.

**Working Conditions**
Work in gasoline service stations. Must work outdoors in all kind of weather. Some heavy work. Often have to work nights, weekends, and holidays.

**Qualifications**
High school completion not required but is an advantage. Usually trained on the job. Need to be able to handle money and keep business records. Driver's license usually required.

### Retail Salesworker

**Duties**
Help customers to select items to buy. Write up sales orders and collect money. Arrange payment plan on high priced items. Arrange for delivery if needed.

**Working Conditions**
Generally, work in clean, well-lighted, heated, and air-conditioned stores. Many employers give discounts to salesworkers. Some are paid a salary while some work on a commission basis or salary plus commission.

**Qualifications**
High school graduate preferred. Tact in dealing with people is important. Need to be able to do airthmetic and make change.

### Route Driver

**Duties**
Deliver goods (bread, tools, milk, etc.) to different stores on a route. Sometimes bring new merchandise and pick up old merchandise. Collect money for deliveries. Keep shelves stacked neatly. Set up display racks and signs.

**Working Conditions**
Generally start out early in the morning to make deliveries. May have to lift heavy things and do a lot of walking and carrying. Must work in all kinds of weather.

**Qualifications**
Most employers require high school graduation. On-the-job training is usually given to routemen. Must be good driver and have sales ability. Need to be able to work without supervision.

# Service

### Barber

**Duties**
Cut hair of men and women. Style hair to whatever customer

wants. Shave men customers if requested. Shampoo hair and dry hair. Some may color hair too.

**Working Conditions**
Most work in barber shops that are clean and pleasant. Most are one-or-two chair shops. Must stand up while working. Sometimes have to deal with frightened children.

**Qualifications**
Minimum eighth grade plus barber school graduation. Must get a state license. Barbers buy their own tools. Must be able to stand for a long time.

### Bellhop

**Duties**
Take customers' luggage out of cars. Take baggage to their rooms. Run errands for customers such as bringing ice, newspapers, taking clothes to cleaners, and other services.

**Working Conditions**
Most work in small hotels and motels. Some work in luxury hotels and resorts. Usually pleasant surroundings.

**Qualifications**
High school not needed but can be helpful for advancement. Should be neat, courteous, and pleasant.

### Cosmetologist

**Duties**
Wash and set hair of women and men. Give permanent waves, tint hair, cut hair and style it. Some also work with wigs.

**Working Conditions**
Most work in beauty salons. Shops are usually pleasant, well-lighted, and modern. Must stand up while working. Sometimes have to deal with very fussy customers.

**Qualifications**
Many states require high school diploma plus cosmetology course. Must obtain state license. Should be artistic and have good finger dexterity. Must be able to stand for long time.

### Dining room Attendant

**Duties**
Set tables for customers. Take dishes away as people finish eating. Take dirty dishes to kitchen. May wash dishes either by hand or by machine. Fill water glasses, clean floors and change table cloths.

**Working Conditions**
Work in large restaurants to help waiters and waitresses. Most places are neat, clean and attractive. Generally must work nights, weekends and holidays. Sometimes must work under pressure.

**Qualifications**
Most learn on the job. Can learn skills to move up to waiter or waitress job. Must be fast workers. Also need to be careful not to break dishes.

### Food Counter Worker

**Duties**
Get food that customers want. Make salads, desserts, and other foods. Get drinks and scoop out hot foods for customers. Collect money.

**Working Conditions**
Work in cafeteria or quick service eating places where customers come to the counter to get served. Most places are clean and modern.

**Qualifications**
Training on the job. Must be quick and alert during rush hours. Cheerful personality is helpful.

### Fry Cook

**Duties**
Fry foods such as hamburgers, chicken, steak, potatoes, eggs and other foods. Make food to fill orders taken by waitresses and waiters.

**Working Conditions**
Work in restaurants, hotels, hospitals, schools, colleges, and private clubs. May work late evenings, weekends, and holidays. A lot of standing, lifting, and working near hot ovens and stoves.

**Qualifications**
Most learn on the job as helpers. Must be able to work with others and to work under pressure. Need to have a good sense of taste and smell. Must be able to stand for a long time.

# Janus Job Guide
## Service (Continued)

### Firefighter

**Duties**
Put out fires wherever they occur. Teach fire protection to public. Check homes and businesses for dangers.

**Working Conditions**
Firefighters risk death from flames, smoke, falling buildings, poisonous gases. Work in all kinds of weather. Some work 24 hours and then get 24 hours off.

**Qualifications**
High school education required. Must pass written test, medical examination, and tests of strength and agility. Regulated by Civil Service. Must work well with others and be quick thinker.

### Guard or Watchperson

**Duties**
Stay at a place and watch to make sure that nobody steals anything. Also watch for fire. Walk around the area. Notify police if any trouble arises.

**Working Conditions**
Work at various places such as warehouses, factories, construction sites, stores, apartment units, etc. Usually requires work on nights and weekends. Possible danger of injury if robbery occurs.

**Qualifications**
High school graduate preferred. Good character, good health, alertness, and dependability are important.

### Parking Meter Checker

**Duties**
Patrol the streets and look at the meters. Give people tickets if their time has expired in a parking place. Watch to see that people obey the law (jay walking, double parking, and others).

**Working Conditions**
Work in all kinds of weather, sometimes ride around on a motor scooter. Wear uniform and badge.

**Qualifications**
On-the-job training given. Local civil service rules vary. Check with your police department.

### Pest Controller

**Duties**
Spray liquid and dry chemicals in homes, stores, warehouses and other places where there is a problem with pests such as termites, ants, rats, spiders, and worms. Tell customers how to correct conditions which attract pests.

**Working Conditions**
Work for pest control firms. May visit places such as food stores and restaurants on a regular basis. Work indoors and outdoors in all kinds of weather. Sometimes have to crawl under houses and buildings.

**Qualifications**
High school graduates with safe driving record and good health are preferred. Most firms train their own workers.

### School Crossing Guard

**Duties**
Stand at busy intersections where children must cross to get to school. Tell drivers when to stop and when to go. Tell children when they may cross the street safely.

**Working Conditions**
Work outdoors in heat, cold, wind and rain. Part-time jobs only.

**Qualifications**
No special training required. Must know traffic rules. Know how to get along with children.

### Waiter
### Waitress

**Duties**
Greet people who come in. Take their food order and turn it in to cooks. Set up table unless a busboy does it. Serve customers. Take dishes away. Give people a bill and sometimes collect the money.

**Working Conditions**
Most work in some type of restaurant. Some places are small, quick service types while others are large, elegant restaurants.

**Qualifications**
At least 2 to 3 years of High school preferred. Pleasant appearance, even temper, and stamina are important. Cheerful personality helpful.